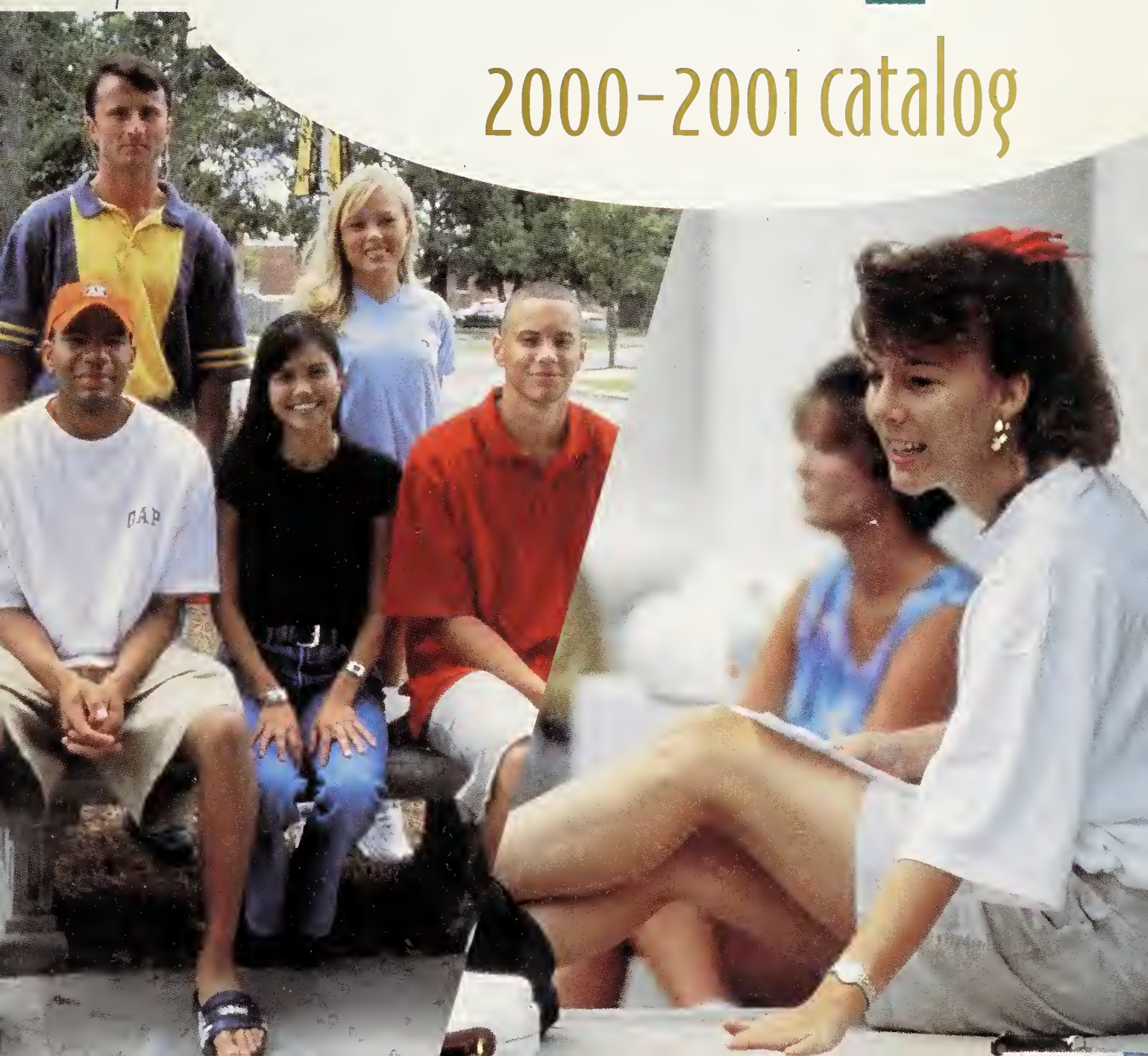
The University of North Carolina
PEMBROKE

2000-2001 catalog



Welcome from the Chancellor

We are delighted that your are taking the time to review our academic Catalog. The University of North Carolina at Pembroke has a long and distinguished history of providing a high quality education with the personal touch. This Catalog acquaints you with the many excellent academic programs available at the University. However, I should note that this university is much more than academic programs.

Our out of class experiences, including social clubs, athletics, intramural sports, cultural events, community service, student government and countless other activities bring the entire college experience to life. We encourage you to explore all the opportunities that The University of North Carolina at Pembroke has to offer.

If you have any questions, please give the appropriate office a call. I encourage you to visit our website at www.uncp.edu.

Sincerely,

Allen C. Meadors, Ph.D., FACHE
Chancellor

UNCP

AN EQUAL OPPORTUNITY EMPLOYER

VOL. XXXVIII Fall, 2000 NO. 1

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2000-2001 CATALOG

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THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

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This catalog provides the basic information you will need about the University of North Carolina at Pembroke. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each faculty member.

UNC Pembroke is one of sixteen universities in North Carolina that comprise the University of North Carolina. UNCP has a thirteen-member Board of Trustees and like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on color, national origin, religion, sex, age, or handicap. Moreover, UNCP is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of American Indian, Black, Asian, and Hispanic students.

UNC Pembroke reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

The University of North Carolina at Pembroke is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4501) to award Baccalaureate and Master's level degrees.

UNC Pembroke is also accredited by or is a member of:

The North Carolina Association of Colleges and Universities
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The American Association of Colleges for Teacher Education
The American Council on Education
The North Carolina Criminal Justice Education and Training Standards Commission
The North Carolina State Board of Education
The American Association of State Colleges and Universities
The Council on Social Work Education
The National Association of Schools of Public Affairs and Administration
The National League of Nursing

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Monika Brown and Scott Bigelow, Editors
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THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Mission of the University
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MISSION OF THE UNIVERSITY

The University of North Carolina at Pembroke is a comprehensive University committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor's and master's levels. Combining the opportunities available in a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, and community leadership.

Founded in 1887 to educate American Indians, the University now serves a student body reflective of the rich cultural diversity of American society. As it stimulates interaction within and among its cultural groups, the University enables its students to become informed, principled, and tolerant citizens with a global perspective.

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the 21st century. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region, the state, and the nation.

In support of this mission, the University of North Carolina at Pembroke is committed: (1.) to promote excellence in teaching and learning as a primary focus in an environment of free inquiry and dynamic exchange between students and faculty; (2.) to ensure quality academic programs and learning opportunities for the liberal arts, in preparation for diverse professions and for service to the region; (3.) to encourage and support meaningful faculty research and development; (4.) to recruit and retain students capable of achieving academic and professional success and of enriching the intellectual, cultural, and social community of the University; (5.) to provide and support extra-curricular and student life activities and facilities designed to enrich the educational experience of residential and commuter students, enhance the image of the University, and serve the region; (6.) to provide ways by which the life of the region can benefit the educational experience of the University and be enhanced by the University; (7.) to instill in University of North Carolina at Pembroke students a continuing appreciation for diverse cultures and an active concern for the well-being of others; (8.) to promote academic and scholarly excellence, the University's rich heritage, and the enhancement of the immediate and larger region.

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

On March 7, 1887 the General Assembly of North Carolina enacted legislation sponsored by Representative Hamilton McMillan of Robeson County creating the Croatan Normal School. The law, which was in response to a petition from the Indian people of the area, established a Board of Trustees and appropriated five hundred dollars to be used only for salaries. A building was constructed by the local people at a site about one mile west of the present location, and the school

opened with fifteen students and one teacher in the fall of 1887. For many years the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.
The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926 the Board of Trustees added a two-year normal program beyond high school, and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

Additional college classes were offered beginning in 1931, and in 1939 a fourth year was added with the first degrees conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Until 1953 it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1942 when non-teaching baccalaureate degrees were added, and in 1945 when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally-recognized Indian groups. A few years later, in 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of White students up to forty percent of the total enrollment in 1953 and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over five hundred percent followed during the next eight years. In 1969 the General Assembly changed the name again to Pembroke State University, and made the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Three years later, in 1972, the General Assembly established the sixteen-campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. In 1978 the Board of Governors approved masters programs in professional education at Pembroke State University as well as several new undergraduate programs. Since that time additional baccalaureate programs have been added, including Nursing, and masters level programs have been implemented in Business Administration, Public Management, School Counseling, and Service Agency Counseling.

The University of North Carolina at Pembroke celebrated its centennial in 1987. On July 1, 1996, Pembroke State University officially became the University of North Carolina at Pembroke. In 2000, approval was granted for an undergraduate major in Applied Physics as well as four new masters of education programs: Art, Physical Education, Social Studies and Science. The Honors College and an International Studies Program were established to begin in 2000-2001.

THE CAMPUS

The University of North Carolina at Pembroke occupies 126 acres, along the western edge of the town of Pembroke in Robeson County, North Carolina. It is easily accessible by automobile, ten miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Municipal Airport, Grannis Field, and at the Southern Pines/Pinehurst Airport, each 40 miles from the campus. A **map of the University campus** is inside the back cover of this catalog.

The main entrance is on Odum Road, which runs north from NC 711. Here **Lumbee Hall** (1995) houses the Chancellor's Office and the Offices of Academic Affairs, Arts and Sciences, Graduate Studies, Business Affairs, Student Affairs, and Advancement, as well as Admissions (undergraduate and graduate), the Registrar, Financial Aid, the Controller, University Relations, Institutional Research, Legal Services, and Alumni Relations.

Also on the north of campus is the **Adolph L. Dial Humanities Building** (1980), named for a professor of American Indian history, which houses the Departments of English, Theatre and Languages, History, and Political Science and Public Administration as well as a computer lab, a

lecture theatre, and the English library. The **English E. Jones Health and Physical Education Center** (1972), named for a UNCP Chancellor, houses the Department of Health, Physical Education, and Recreation and has two gymnasiums, a natatorium with a swimming pool and diving tank, a wellness center, a physiology laboratory, and a small lecture hall. The **Givens Performing Arts Center** (1975), named for UNCP Chancellor Paul R. Givens, houses the Theatre Arts and provides an amphitheater-style auditorium for an audience of 1700.

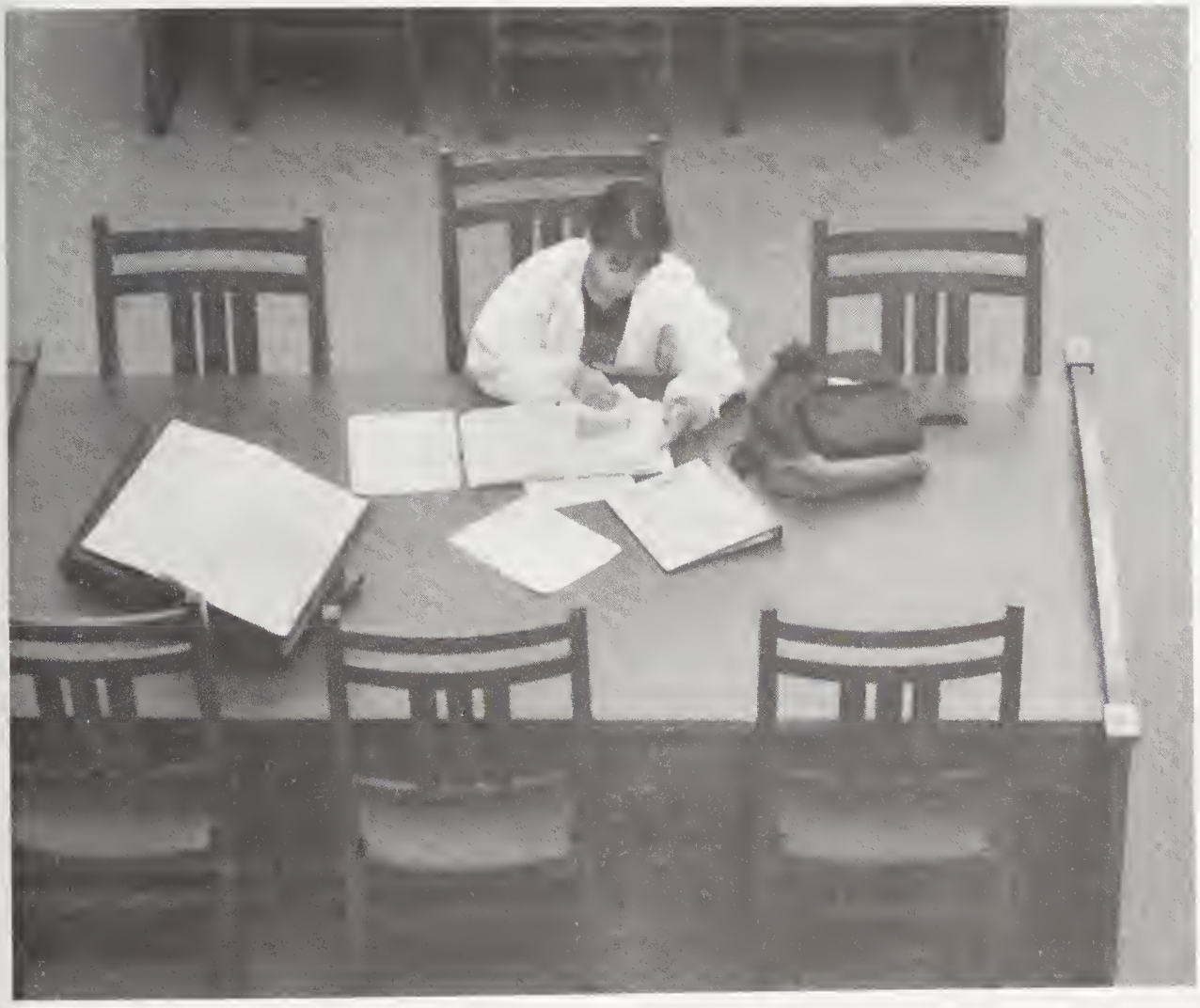
In the center of campus, the **Business Building** (1969) houses the Departments of Business Administration and Sociology, Social Work, and Criminal Justice, as well as the Geology and Geography program, the College Opportunity Program, a computer lab, and facilities for the NC Information Highway. **The Educational Center** (1976) houses the School and Department of Education , the Office of Teacher Education and its curriculum and computer labs, and the Departments of Psychology and Counseling and Philosophy and Religion. The Nursing Program is housed in the **Nursing Building** (1965, 1987).

Also centrally located are university facilities. In the **James B. Chavis University Center** (1987), named for a Vice Chancellor of Student Affairs, the lower level houses the Information Booth, cafeteria, snack bar, Post Office boxes, a bowling alley, TV/games areas, and student and faculty lounges; on the second floor are the Counseling and Testing Center, Career Services Center, Student Activities Office, Student Government offices, and Student Activities Office. The **D. F. Lowry Building** (1965), named after the first graduate of the Indian Normal School, contains the University Bookstore, Continuing Education and Summer Session, Upward Bound, Student Support Programs, Freshman Seminar, ROTC, and a study room.. **The Student Health Center** (1967) has examination and treatment rooms and 22 inpatient beds. The **Central Services Building** (1977) receives deliveries and houses the Campus Post Office, the Print Shop, and the Office of Purchasing Services, as well as Receiving and Central Stores. **The Walter J. Pinchbeck Maintenance Building** (1978), named for a UNCP superintendent of buildings and grounds, houses offices and garage facilities for university vehicles.

The south of campus is a quadrangle with a bell tower and a gazebo. **Locklear Hall** (1950), named for Robeson County educator Anderson Locklear, houses classrooms and studios of the Art department. **Moore Hall** (1951), named for Rev. W. L. Moore, the first teacher at the Indian Normal School, contains the Music Department classrooms, auditorium, library, and studios, as well as an annex with practice rooms and facilities for the university band and chorus. The **Herbert G. Oxendine Science Building** (1967), named for an Academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, and Mathematics and Computer Science. An addition houses the Office of University Computing and Information Services. Behind it is **the Environmental Building** (1969), used for animal laboratory experiments.

To the south of the quadrangle, on NC 711, is **The Sampson-Livermore Library** (1967, 1997), named after Oscar R. Sampson, a Chair of the UNCP Board of Trustees, and Mary Livermore, a religion professor. The library houses approximately 190,000 books, 1,500 periodical titles, the University Archives, and a depository for U.S. government documents; it provides access to extensive electronic resources. Next door is the historic **Old Main Building** (1923, restored 1979). Its first floor houses the Media Center, the Television Station (WNCP), and the Native American Resource Center. On the second floor are the departments of American Indian Studies and Mass Communications, the Teaching and Learning Center, the Regional Center for Economic, Community and Professional Development, the student newspaper, the Office of Sponsored Research and Programs, and the outdoor drama "Strike at the Wind."

Residence halls for students are located near the center of campus. In addition to a new coeducational dormitory (2000), there are two women's dormitories, **Mary Irwin Belk Hall** (1970) and **North Hall** (1972), and three men's dormitories: **Jacobs Hall** (1961), named for Board of Trustees chair Rev. L. W. Jacobs, **Wellons Hall** (1965), named for university President Ralph D. Wellons, and **West Hall** (1965). **The Chancellor's Residence** (1952, 1999) is located on the western edge of the campus.



ACADEMIC CALENDAR 2000-2001

FALL SEMESTER 2000

August 16, Wednesday	5 p.m. - Course Registrations Will Be Canceled For Undergraduate Students Who Registered Early and Have Not Paid
August 20 , Sunday	1 p.m. - Residence Halls open for Freshmen who have not attended Freshman Orientation
August 20-22, Sun. - Tues.	Orientation and Testing Program
August 21-22, Mon. - Tues.	8 a.m. - 7 p.m. - Undergraduate and Graduate Registration
August 22 , Tuesday	Residence Halls Open for Upperclassmen 4-7 p.m. - Evening Registration
August 22 , Tuesday	5 p.m. - Course Registrations Will Be Canceled for All Students Who Registered and Have Not Paid
August 23 , Wednesday	8 a.m. - Undergraduate Classes Begin 8 a.m. - Late Registration/Fee Applies 6:30 p.m. - Graduate Classes Begin
August 23 -24, Wed.-Thurs.	Drop - Add (No Charge)
August 25, Friday	Drop - Add Fee Begins
August 29, Tuesday	4 p.m. - Last Day to Register/Add a Class Last Day to Reduce Course Load, and Receive a Refund
September 4, Monday	Holiday (Labor Day)
September 6, Wednesday	10:15 a.m. - Fall Convocation
October 18, Wednesday	4 p.m. - Mid-Semester Grades Due
October 19-20, Thurs.- Fri.	Mid-Semester Break
October 27, Friday	Last Day to Drop a Course with a "W" Grade
November 8, Wednesday	10 - 11:15 a.m. - Dept. Majors Meeting Last Day to Drop a Second-Eight-Week Course with a "W" Grade
November 8-17, Wed.-Fri.	8 a.m. - 5 p.m. - Advisement For Spring Semester
November 10-21, Fri.-Tues.	8 a.m. - 5 p.m. - Early Registration (Graduate and Undergraduate)
November 15-16, Wed.-Thur. 20-21, Mon.-Tues.	4 - 6 p.m. - Evening Advisement and Early Registration
November 23-24, Thurs.-Fri.	Holidays (Thanksgiving)
December 12, Tuesday	10 p.m. - Classes End
December 13, Wednesday	Reading Day for Final Examinations
December 14-20,Thur.-Wed.	Final Examinations
December 20, Thursday	4 p.m. Fall Commencement
December 20, Wednesday	5 p.m. - All Residence Halls Close

SPRING SEMESTER 2001

January 4-5, Thurs.-Fri.	8 a.m. - 7 p.m. - Undergraduate and Graduate Registration
January 4, Thursday	4-7 p.m. - Evening Registration
January 5 , Friday	5 p.m. - Course Registrations Will Be Canceled for All Students Who Registered and Have Not Paid
January 7, Sunday	1 p.m. - All Residence Halls Open
January 8, Monday	8 a.m. - Undergraduate Classes Begin
	8 a.m. - Late Registration/Fee Applies
	6:30 p.m. - Graduate Classes Begin
January 8-9, Mon. - Tues.	Drop-Add (No Charge)
January 10 , Wednesday	Drop-Add Fee Begins
January 12 , Friday	5 p.m. - Last Day to Register/or Add a Class
	5 p.m. - Last Day to Reduce Course Load and Receive a Refund
January 15, Monday	Holiday (Martin Luther King, Jr. Day)
March 2, Friday	4 p.m. - Mid-Semester Grades Due
March 2, Friday	5 p.m. - All Residence Halls Close
	10 p.m. - Spring Break Begins
March 11, Sunday	1 p.m. - All Residence Halls Open
March 12, Monday	8 a.m. - Classes Resume
March 16, Friday	Last Day to Drop a Class with a "W" Grade
April 2 , Monday	Last Day to Drop a Second-Eight-Week Class with a "W" Grade
April 4, Wednesday	Awards Day
April 11, Wednesday	10-11:15 a.m. - Dept. Majors Meeting
April 11-20, Wed.-Fri.	8 a.m. - 5 p.m. - Advisement
April 13, Friday	Holiday (Good Friday)
April 16-25, Mon.-Wed.	8 a.m. - 5 p.m. - Early Registration (Graduate and Undergraduate)
April 18-19, Wed. -Thurs.	4-6 p.m. - Evening Advisement and
23-24 , Mon.- Tues.	Early Registration
May 1, Tuesday	Classes End
May 2, Wednesday	Reading Day for Final Examinations
May 3-9, Thurs.-Wed.	Final Examinations
May 10, Thursday	8 a.m. - Senior Grades Due
	5 p.m. - All Residence Halls Close
May 12, Saturday	10 a.m. - Spring Commencement

UNDERGRADUATE SUMMER SESSIONS CALENDAR 2001

For information regarding the Summer Sessions and Intra Session, please refer to the Summer Catalog, the university Internet homepage at http://www.uncp.edu/summer.htm, or call the Office of Continuing Education and Summer School at (910) 521- 6367, or the Office of Academic Affairs at 521- 6224.

ACADEMIC SERVICES AND FACILITIES

Summer Program

Through the Office of Continuing Education and Summer Session in the D.F. Lowry Building, the University offers two five-week terms and a three-week intra-session. Special workshops and institutes enrich the regular summer program and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides special opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a university degree but interested in gaining personal or professional knowledge.

A student entering the University of North Carolina at Pembroke for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students, students who are regularly enrolled at another institution of higher education and who wish to take courses at UNC Pembroke during the Summer Session for transfer to their home institution, must submit a form available from the Summer Session Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at UNCP. Admission to the Summer Session does not constitute admission to the University.

In-service teachers who wish to attend the Summer Session for licence renewal or other purposes must submit an application. The application form and Summer Session Bulletin may be obtained from the Summer Session Office.

Continuing Education

Evening Classes: Through the Office of Continuing Education and Summer Session in the D.F. Lowry Building, UNCP offers a number of evening classes for individuals who wish to earn degrees as full-time or part-time students.* Degree-seeking students should contact the department chair for assistance in working out plans to fulfill degree requirements.

**All requirements for the B.S. degree in Business Administration, with a concentration in either Management or Applied Science, may be completed while attending only evening classes. (See Business Administration)*

Students admitted for degree-credit course work in the evening must meet minimum University requirements for admission. Applicants meeting minimum University requirements will be admitted as special, part-time or regular students (see Admissions).

Extension Courses: Extension instruction leads to earned credit toward a degree offered at UNCP but is offered outside the regular session.

Distance Education Programs: UNCP offers three undergraduate and one graduate degree program at Richmond Community College in Hamlet, N.C., and two graduate and two undergraduate programs at Sandhills Community College in Pinehurst, N.C. All formal education requirements, including residence requirements, may be fulfilled at each campus.

Distance Education Courses: Distance Education courses lead to earned credit toward a degree offered on the main campus or the UNCP degrees offered at Richmond and Sandhills Community Colleges.

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population.

The University awards **Continuing Education Units** (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction."

Sampson-Livermore Library Services

Named for a former chair of the UNCP Board of Trustees and a former UNCP Dean of Women and Professor of Religious Education, the Sampson-Livermore Library serves as the chief information resource center for the Pembroke campus and also as a link with other libraries within The University of North Carolina and the nation.

Currently containing approximately 190,000 books and 1,400 periodicals subscriptions, the Sampson-Livermore Library serves as a depository for selected state and federal documents and houses local history materials. Library patrons are offered services which include reference and information consultation and assistance, computerized database searching, interlibrary loan, orientation tours, and library use instruction.

Resources available to patrons include print materials for research and recreational reading; print, compact disk, and on-line indexes; a computerized catalog; Internet access; microform and photo copiers, typing and study facilities, and a computer laboratory.

The resources are available to patrons 90 hours a week during academic sessions and on a reduced schedule during summer, holiday, and between-session time periods. For information concerning services and hours, please phone the circulation desk at (910) 521-6516.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Education Center, the Department of Education maintains a Curriculum Laboratory and a Test Review Resource Center. In Dial Humanities Building, the Department of English, Theatre, and Languages maintains a library of books, journals, and media resources for English Education and foreign languages. Moore Hall houses a Music Library featuring recordings, scores, and listening facilities.

University Computing and Information Services

The Office of University Computing and Information Services reports to the Office of Academic Affairs and is responsible for providing a technological infrastructure of resources necessary to support the University's mission of teaching, research and service.

The UCIS has a full-time staff of 16 with its main office located on the first floor of the Oxendine Science Building Annex. It provides a number of support services for the University including academic and administrative computing for the University utilizing an Alphaserver 2100 5/250, an Alphaserver 2000 4/233 and a VAX 4000-700; computer-based training to support the faculty and staff; supervision and technical support for three of the University's microcomputer labs; and the telecommunications network for voice, data and video.

The University's computer network is an INTERNET node connected to the North Carolina Information Highway, an ATM/SONET-based network. These connections provide the University computing access both statewide and worldwide.

The Center also manages the Distance Learning Facility, a highly sophisticated teleconference and teleclassroom facility located on the first floor of the Business Administration Building. This facility enables UNCP to participate in live, two-way video classes and conferences with other North Carolina universities connected to the North Carolina Research and Educational Network (NC-REN) as well as those facilities connected to the North Carolina Information Highway.

Academic Computing Resources

UNC Pembroke recognizes the importance of computer skills. Although no specific computer courses are required, students have many opportunities to gain computer proficiency. In freshman composition, most students learn how to use WordPerfect and use it for writing papers. All Teacher Education programs require basic computer skills. Students majoring in Business Administration are required to take BUS 109, Business Uses of the Computer. In addition, most departments expect students to use computer software in some of their courses.

UNC Pembroke provides its students with a wealth of computer resources. Each classroom building houses one or more microcomputer laboratories, and additional computers are located in the Sampson-Livermore Library and the D. F. Lowry Building. The Library laboratory is available

for evening and weekend use. Most microcomputers across campus are windows-based machines that attach to Novell file servers, with some departments having specialized computers. The academic mainframe is an Alphaserver 2100 5/250 located in the Office of University Computing and Information Services.

Media Center

The Media Center, in Old Main building, provides media services to academic departments, the testing center, the library, and other University units. In addition, the center provides services to the community and to students, as directed by the Assistant Vice Chancellor for Academic Affairs.

University Writing Center

The University Writing Center, Dial Humanities Center 131, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of Chancellor's Scholars and Incentive Scholars from across the disciplines who have been trained to work with writers. The director of the Writing Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services.

The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English, Theatre, and Languages in August 1998.

Office of Retention and Advisement

The Office of Retention and Advisement focuses University resources to help individual students complete their work. Through the **Early Alert Program**, a professor or staff member may recommend that a student get help with a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. The Office works with the student to determine appropriate help and draws on existing programs and offices to find a workable solution. Through the **Student Advocacy Program**, any student who has become confused or frustrated by university practices may request that the Office of Retention and Advisement act as intermediary, locate assistance or information, or provide academic advisement.

TRIO Programs

TRIO Programs at UNCP are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school. The two projects included are Upward Bound and Student Support Services.

Upward Bound is funded to serve seventy-five Robeson and Hoke County high school students who have the academic potential to become first-generation college students but lack certain skills or motivation to demonstrate that talent. The program consists of an academic and a summer phase. During the academic phase, students are encouraged to achieve their educational potential with the help of weekly tutoring sessions in their high school courses. Assistance is also provided for seniors in completing college and financial-aid applications. During the summer phase, participants live on campus for six weeks and attend a daily schedule of classes in the

mornings and afternoons. This summer component familiarizes students with college life motivating students and developing and enriching their basic skills. Recreational and human development activities are also incorporated into the schedule.

TRIO Programs is funded to serve two hundred college students at UNCP. The program offers the following services:

* instruction in Freshman Seminar
* tutoring on a one-to-one or a small group basis in all majors offered at the University
* reading skills instruction in increasing vocabulary, comprehension, and rate
* study skills assistance in developing techniques of note-taking and test-taking
* assistance in applying for financial aid and scholarship programs
* guidance in academic, vocational, and personal/social concerns
* opportunities to participate in cultural activities
* access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Americans With Disabilities Act Services

Trio Programs also provides services for students who meet the Americans With Disabilities Act (504/ADA) guidelines. The ADA office acts as a liaison with faculty, staff, and the university's physical plant to provide services to students needing specialized assistance.

North Carolina Health Careers Access Program at the University of North Carolina at Pembroke

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities (African American and Native American) and disadvantaged population groups. Interested students should contact the HCAP office at (910) 521-6673 or (910) 521-6493.

The purpose of NC-HCAP is to provide recruitment, counseling and enrichment services and activities to increase the number of underrepresented minority and disadvantaged persons being trained for and employed in the health professions.

The NC-HCAP at The University of North Carolina at Pembroke serves the Southeast region of North Carolina, and offers the following services and activities:

* provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
* counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of the University of North Carolina, and in the North Carolina technical institutes and community colleges;
* provides retention and enrichment services for minority students enrolled in pre-profession health programs;
* provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e. MCAT, DAT, PCAT, etc.);
* coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
* provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health profcssions schools' faculties, administrators, students, and with practicing health professionals;
* assists minority and disadvantaged students intcrested in health professions programs in identifying adequate financial aid resources;
* conducts health carcers workshops for minority high school students and health careers

clubs; and

* sponsors a ***Health Careers Club at UNCP*** for enrolled health science majors and others interested in pursuing careers in the health professions.

NC-HCAP also conducts a ***Clinical Health Summer Program (CHSP)***, seven week educational work/learning clinical health experience held each year during May thru June. The 40-hour a week salaried position consist of both clinical experiences in health care agencies, and academic enrichment experiences for underrepresented minority and disadvantaged health science majors interested in health related careers.

Health Careers Opportunity Program at UNCP (HCOP)

Mission: The mission of the HCOP program is to increase the number of students applying and completing health professions curricula, especially students who have aspirations of returning to rural Southeastern North Carolina to practice their profession. For information about the program contact the HCOP coordinator at 521-6590.

Purpose: The purpose of HCOP is to increase student awareness of health careers and health training programs in Medicine, Optometry, Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry, Pharmacy, and Public Health.

UNCP Academic Year Activities

* Support and counseling provided daily by Health Careers office staff.

Resources available with information and statistics of various health professions.

* A Health Professions Leadership Series designed to address pertain concerns and issues for health career students.

Assistance with AMCAS and financial aid packets.

* Special workshops for the development of communication skills, test-taking skills, science/mathematics problem-solving workshops.

* Health Profession Examination Review Courses to assist pre-health students with profession examinations, writing professional essays, and planning course curriculum.

Interview techniques to enhance admission to health professions institutions.

* Monthly seminars pertaining to professional development and admissions advocacy with health profession schools.

* Field trips to recruitment fairs, health profession schools, hospitals, and clinics.

Information on financial aid, research fellowships, summer programs, and grant opportunities for pre-health students.

Summer Science Enrichment Program

This six-week summer program, held on the campus at UNCP, is designed to expose graduating high school seniors to a university level pre-health curriculum.

This program includes courses in mathematics, biology, chemistry, physics, computer science, master student/study skills, oral/written communications.

The Summer Science Enrichment Program was made possible through a grant from the *U.S. Dept. of Health and Human Services, Public Health Service, Health Service and Resource Administration, Bureau of Health Professions, Division of Disadvantage Assistance, Rockville, MD 20857*

Native American Resource Center

The Native American Resource Center, on the first floor of Old Main, offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about the Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States, Canada, Central America, and South America are represented by characteristic artifacts.

WNCP Television Station

WNCP-TV is the University's public television facility. It is staffed by students and supports the academic program in Broadcasting by providing a working production facility in which students gain practical experience.

WNCP-TV is also a working television station that telecasts a broad range of programs to over 660,000 homes via broadcast and cable. WNCP-TV's Action 8 News is a live, student-produced news program that reaches over one million viewers.

WNCP-TV programs, including Action 8 News, are broadcast over WFAY-TV, Fox Channel 62 in Fayetteville, NC. WNCP-TV programs are also seen on cable channels in Charlotte, Fayetteville, Wilmington, and other cities.

WNCP-TV is proud of its public affairs programs and of the guests who appear on PEMBROKE FORUM and IMPACT. Recent guests include Jerry Richardson, owner of the Carolina Panthers; Nobel Laureate Gertrude Elion; and John Allison, chief executive officer of BB&T.

WNCP-TV is, above all, a public telecommunications facility. It produces and distributes a wide range of cultural, educational, entertainment, news, and public affairs programs. WNCP-TV is the University's electronic link to the world.

The Teaching and Learning Center

The Teaching and Learning Center, in Old Main building, fulfills the 1993 mandate of the UNC General Administration designed to stimulate teaching excellence at system schools. The office sponsors faculty development workshops facilitated by both on- and off-campus experts; coordinates the annual Faculty Development Day, which offers faculty development in teaching and related areas; disseminates TLC@UNCP each semester to reach the faculty with information designed to help faculty with teaching (including providing information on web sites); distributes faculty development funds to faculty traveling to both discipline-based conferences and teaching workshops; houses a library of resources on teaching-related topics such as syllabus and test construction, student motivation, and teaching technology; oversees a mentoring program for new faculty members; and writes grants to stimulate instructional improvement.

Office of Sponsored Research and Programs

The Office of Sponsored Research and Programs, in Old Main building, manages the University's sponsored research, grant, contract, and cooperative agreement program. The Director provides direction and assistance to faculty and staff in developing grant proposals, maintaining an external sponsored program database, alerting faculty and staff to potential grant programs, and reporting institutional grant activity to the UNC General Administration. Grant programs include research grants, national research service awards, research career programs, instructional and training projects in most academic disciplines, public service awards, minority programs, economic development projects, partnerships and cooperative agreement projects. The Office conducts grant writing workshops and assists recipients of awards in applying Federal grant policies.

Institutional Research

The Office of Institutional Research in Lumbee Hall provides services to faculty, staff, and students. The Office collects and analyzes data for assessment, reporting, and program review and generates reports for The UNC General Administration. The Office of Institutional Research also prepares annually the UNCP FACT BOOK, which is distributed to department chairs, administrative offices, and University committees. Data in the FACT BOOK are available for inclusion in reports, research, grant proposals, etc. In addition, the Office will assist faculty, staff, and students in survey/questionnaire design, data/information collection, scoring, reporting, and presentation.

Regional Center for Economic, Community and Professional Development

The Regional Center for Economic, Community, and Professional Development is located in Old Main building. The Regional Center provides outreach services to the citizens, businesses, governments and nonprofit organizations throughout the region. These outreach services are executed

in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The Center offers over 30 non-credit workshops leading to a certificate in Management Development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs can also be tailored to meet an organization's specific needs, and instruction can be arranged on-site.

Small Business and Technology Development Center. Operated as an inter-institutional program of The University of North Carolina, SBTDC provides information and individualized counseling services to citizens who are starting a business.

Community Services. The Center supports community agencies and the non-profit sector through services such as grants assistance, community organizing, and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Regional Center under Community Health Alliance.

UNDERGRADUATE ACADEMIC PROGRAMS

Baccalaureate Degrees
Freshman Seminar
General Education
Teacher Education
Honors College
Special Programs and Interdisciplinary Programs

BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY

American Indian Studies, B.A.
American Studies, B.A. (see History)
Art, B.A.
- Studio Art
- Art Education Licensure (K-12)

Biology, B.S.
- Botany
- Molecular Biology
- Zoology
- Biomedical Emphasis
- Medical Technology Emphasis
- Biology Education Licensure
- M.A.R.C. Program
- Environmental Biology

Business Administration
- Business Administration, B.S.
  - Finance
  - Management
  - Marketing
  - Economics
  - Applied Business.
- Accounting, B.S.

Chemistry and Physics
- Chemistry, B.S.
  - Professional Concentration
  - Molecular Biotechnology
  - Biomedical Emphasis
  - Medical Technology
  - M.A.R.C. Program
- Applied Physics, B.S.
- Science Education, B.S.

Education
- Elementary Education, B.S.
- Middle Grades Education, B.S.
  - Language Arts, Mathematics, Science, Social Studies
- Special Education, B.S.
  - Learning Disabilities
  - Mental Retardation
- Birth - Kindergarten Education, B.S.

English, Theatre, and Languages
- English, B.A.
  - English
  - English Education Licensure
  - Theatre Arts

Health, Physical Education, and Recreation
- Health and Physical Education, B.S.
  - Physical Education
  - Physical Education Licensure (K-12)
  - Recreational Management/ Administration
  - Athletic Training
- Community Health Education, B.S.

History
- History, B.A.
  - History
  - Social Studies Education Licensure
- American Studies, B.A.

Mass Communications
- Broadcasting
- Journalism
- Public Relations

Mathematics
- Mathematics, B.S.
  - Mathematics
  - Mathematics Education Licensure
- Computer Science, B.S.

Music
- Music, B.M. (with Licensure K-12)
  - Vocal Emphasis
  - Instrumental Emphasis
    - Keyboard Emphasis/Vocal
    - Keyboard Emphasis/Instrumental
- Music, B.A.
  - Music
  - Music: Emphasis in Music Industry

Nursing, B.S.N. (for Registered Nurses)
Philosophy and Religion, B.A.
Political Science and Public Administration
- Political Science, B.A.
  - Political Science
  - Pre-Law
  - Public Administration
  - International Studies

Psychology and Counseling
- Psychology, B.S.

Science Education, B.S. (see Chemistry&Physics)
Sociology, Social Work, & Criminal Justice
- Sociology, B.A.
  - Sociology
  - Medical Sociology
- Criminal Justice, B.A.
- Social Work, B.S.W.

REQUIREMENTS AND OPTIONS FOR A BACCALAUREATE DEGREE

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn between 120 and 128 hours of course credit in a program of study that includes a Freshman Seminar (FRS 100), required of all freshmen during their first 15 hours, a General Education program of 44 hours, and at least one academic major.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

REQUIREMENTS FOR A MAJOR

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 299.

Detailed requirements for majors have been established by each department and can be found in the **Undergraduate Programs of Study** section of this catalog.

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

(1) The student must meet all the requirements for the second degree and major.

(2) The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. Teacher Education and Health Professions Programs are described below. The Night Program is described under the Department of Business Administration.

The following programs are described in detail in the **Special Programs and Interdisciplinary Majors and Minors** section of this catalog.

SPECIAL PROGRAMS and INTERDISCIPLINARY MAJORS and MINORS	
Honors College Teaching Fellows Program Graduate Minority Achievers Program College Opportunity Program Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) (School of Education)	American Studies Major and Minor African American Studies Minor Applied Gerontology Minor Personnel and Organizational Leadership Minor World Studies Minor

ACADEMIC CONCENTRATIONS

In addition to majors and minors, a number of departments offer academic concentrations. These concentrations require from 24 to 27 semester hours, depending on departmental requirements. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic concentration in addition to a major. Students considering academic concentrations should consult the appropriate academic department in the **Undergraduate Programs of Study** section.

ACADEMIC CONCENTRATIONS (for Education majors and all students)	
American Indian Studies American Studies Art Biology English Geography Geology History	Mathematics Music Physics Political Science Psychology Sociology Spanish

REQUIREMENTS FOR A MINOR

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor will require formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional. For more information see departments in **Undergraduate Programs** section or, for *interdisciplinary minors, see **Special Programs**.

ACADEMIC MINORS		
*African American Studies American Indian Studies *American Studies *Applied Gerontology Art Athletic Coaching Business Administration Computer Science Criminal Justice Economics French Geography Geology Health Education History	Jazz Studies Journalism Language Legal Studies Literature Marketing Mathematics Medical Sociology Music *Personnel & Organizational Leadership Philosophy Physical Education Physics	Political Science Psychology Public Policy & Administration Public Relations Recreation Religion Sacred Music Social Welfare Sociology Spanish Speech Theatre *World Studies Writing

FRESHMAN SEMINAR

Coordinator: Jonathan Maisonpierre

A university education requires attitudes and skills that go far beyond what students have needed previously. One of its most distinctive features is its direct confrontation with the limitations of human knowledge. In high school we relied on teachers and textbooks writers to decide difficult issues; at the University we move into a domain where experts routinely disagree and many issues have no simple answers. Out of this experience, we learn a new respect for skepticism, open-mindedness, and our own creativity.

The University also introduces us to much greater personal freedom and independence. We move away from the security of our families into the world of college life. This change forces us to budget our own time and to sustain our own motivation for achievement.

Finally, the content of a university curriculum is more difficult to comprehend and retain than anything we have faced before. We read technical, specialized material and learn words we have never seen. We are asked to identify key ideas on our own and to review for comprehensive examinations.

All of these considerations suggest that new students should receive special instruction preparing them for the unique challenges of university life. Accordingly, the University of North Carolina at Pembroke has developed a course entitled *FRS 100 - Freshman Seminar*. This course is a regular academic endeavor, with lectures, examinations, and academic credit. Its content is summarized in the description presented below. Students are encouraged to participate actively in this course and to prepare carefully for its examinations. Such effort may prove more valuable than any other activity undertaken during one's first months at the University.

COURSE (FRS)

FRS 100. Freshman Seminar

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty and staff from various departments. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour.

GENERAL EDUCATION PROGRAM

Graduation from the University of North Carolina at Pembroke is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

OBJECTIVES FOR GENERAL EDUCATION

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. The specific areas of student learning are:

I. Basic Skills

Communication -The UNCP graduate should communicate effectively in writing and in speaking.

Critical Thinking--The UNCP graduate should read analytically and think critically.

Problem Solving--The UNCP graduate should, using technology where appropriate, be able to

* identify and define a problem,
* collect and organize information necessary to solve a problem,
* select and conduct appropriate analysis to solve a problem, and
* make decisions based on evidence and reasoning.

II. General Knowledge

Mathematics, Science, and Technology --The UNCP graduate should:

* apply mathematical principles, concepts, and skills to meet personal and career demands,
* demonstrate knowledge of the purpose, methods and principles of scientific inquiry,
* better understand self and environment through knowledge of scientific principles and concepts, and
* demonstrate knowledge of the effects of technology upon the physical and human environment.

Arts, Literature, History, and Ideas--The UNCP graduate should demonstrate knowledge of, appreciation for, and understanding of contributions to society of:

* the fine and performing arts,
* the major literary works,
* major world civilizations and their histories, and
* major philosophic and religious belief systems.

Individual and Society--The UNCP graduate should demonstrate knowledge of:

* human behavior, cultures, and societies,
* social, political and economic institutions and relationships, and
* geographical concepts.

III. Lifelong Appreciation

Lifelong Learning--The UNCP graduate should demonstrate an appreciation of the need for the lifelong pursuit of additional skills and knowledge as an educated and informed citizen and demonstrate a sensitivity to the arts as essential to a full life.

Wellness--The UNCP graduate should demonstrate a knowledge and appreciation of the basic principles of wellness.

Cultural Diversity--The UNCP graduate should demonstrate a sensitivity to rights and views of others, an appreciation of various cultures, and an active concern for the well-being of others.

Values--The UNCP graduate should demonstrate knowledge of how values are formed and how they influence personal and societal actions.

GENERAL EDUCATION REQUIREMENTS (44 Hours Total)

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. **Ask your advisor for assistance** in selecting appropriate courses.

A. Basic Skills Division (6 or 9 hours)

ENG 105 Composition I
ENG 106 Composition II

A full-time student must enroll in ENG 105, Composition I, immediately and must earn a "C" (2.0) grade or better before enrolling in ENG 106, Composition II. A student must remain continuously enrolled in ENG 105 and 106 until he or she has earned a "C" (2.0) grade or better in ENG 106.

All entering freshmen and all freshmen transfers must complete the ENG 105 and 106 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 106 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 300 or 400 level courses. If they attempt to do so, the registrar's office will cancel their registration and require them to register only for courses below the 300 level until they receive a "C" (2.0) in ENG 106. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

SPE 102 Fundamentals of Voice and Diction.
All entering freshmen are required to take this course unless they test out of it.

B. Physical Education Division (2 hours)

Choose two of the following courses:

PED 101 Wellness and Fitness
PED 130 Fitness Walking
PED 131 Archery
PED 132 Badminton
PED 133 Golf
PED 134 Swimming
PED 135 Tennis
PED 136 Soccer
PED 137 Bowling
PED 138 Rhythms & Dance
PED 139 Racquetball
PED 141 Physical Conditioning
PED 145 Volleyball
PED 146 Weight Training
PED 172 Lifeguard Training
PED 177 Advanced Physical Conditioning (Aimed at Varsity Athletes)
PED 179 Aerobic Dance
PED(MSC)180 Military Physical Training
PED 190 Outdoor Fitness
PED 195 Water Aerobics

C. Humanities Division (12 hours) : Choose one course from each of these four areas:

(1) Fine Arts

ART 205 History and Appreciation of Art
THE 250 Introduction to Theatre
MUS 230 Introduction to Music Appreciation
MUS 235 Introduction to Jazz Appreciation
MUS 295 Music History and Literature I

(2) Literature (completion of ENG 105 and 106 with a 2.0 is prerequisite for these courses)

ENG 203 Introduction to Literature
ENG 205 World Literature Through the Renaissance
ENG 206 World Literature from the 17th Century to the Present
ENG 221 Major American Authors

(3) History

HST 101 American Civilization to 1877
HST 102 American Civilization since 1877
HST 114 World Civilizations to 1500
HST 115 World Civilizations since 1500
HST(AIS)210 History of the American Indian

(4) Philosophy and Religion

PHI 100	Introduction to Philosophy
PHI 101	Introduction to Logic
PHI 204	Introduction to Ethics
REL 130	Introduction to Religion

D. Social Science Division (9 hours): Choose one course from each of **three** of five areas:

(1) Economics

ECN 100	Economic Perspectives
ECN 202	Principles of Microeconomics
ECN 203	Principles of Macroeconomics

(2) Geography

GGY 101	Introduction to Geography
GGY 102	World Regional Geography
GGY 200	Cultural Geography
GGY(ECN)206	Economic Geography

(3) Political Science

PSPA 100	Introduction to Political Science
PSPA 101	Introduction to American National Government

(4) Psychology

PSY 101	Introductory Psychology

(5) Sociology

SOC 101	Introduction to Modern Sociology
SOC(AIS)105	Introduction to Cultural Anthropology
SOC 201	Sociological Concepts

Honors College students only may substitute for courses in two disciplines:

HON 100	Current World Problems
HON 275	Frontiers in Human Behavior

E. Natural Sciences and Mathematics Division (9 hours)

Natural Science (6 hours); choose one course from each of the two areas

(1) Biology

BIO 100	Principles of Biology

(2) Physical Science

CHM 130	General Chemistry I
PHS 110	Physical Science I
PHS 111	Physical Science II
PHS 120	Science and the Public Interest
PHY 100	Elementary Physics I
PHY 150	College Physics I
PHY 200	University Physics I

Honors College students only may fulfill one natural science course requirement with:

HON 151	Contemporary Issues in Science and Technology

Mathematics (3 hours); choose one course from those listed below

(3) Mathematics

MAT	105	Introduction to College Mathematics
MAT	107	College Algebra
MAT	108	Plane Trigonometry
MAT	109	College Algebra and Trigonometry
MAT	221	Calculus I

F. General Education Program Electives (6 hours, or 3 hours if SPE 102 required)
Choose two additional courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 102 for Basic Skills take 3 hours of electives, which may not be SPE 100 or SPE 101.

Foreign Language Option
Two courses of the same foreign language may count as the two Program Electives

FRH 131, 132	Elementary French	FRH 231, 232	Intermediate French
GER 131, 132	Elementary German	GER 231, 232	Intermediate German
ITL 131, 132	Elementary Italian		
SPN 131, 132	Elementary Spanish	SPN 231, 232	Intermediate Spanish

Humanities Division Elective

Fine Arts

ART 101	Elements of Design
ART 205	History & Appreciation of Art
THE 201	Elements of Acting
THE 250	Introduction to Theater
MUS 230	Intro to Music Appreciation
MUS 235	Introduction to Jazz Appreciation
MUS 296	Music History & Literature II

Literature and Speech (a 2.0 in ENG 105 and 106 is prerequisite for the ENG courses)

ENG 204	Mythology of All Peoples
ENG 205	World Literature Through the Renaissance
ENG 206	World Literature, 17th Century to the Present
ENG 207	Studies in Literature
ENG(AIS)220	American Indian Literature
ENG 221	Major American Authors
ENG 246	Major British Authors
SPE 100	Interpersonal Communication
SPE 101	Fundamentals of Speech

History

HST 101	American Civilization to 1877
HST 102	American Civilization since 1877
HST 114	World Civilizations to 1500
HST 115	World Civilizations since 1500
HST(AIS)	210 History of the American Indian

Philosophy and Religion

AIS 201	American Indian Culture
PHI 100	Introduction to Philosophy
PHI 101	Introduction to Logic
PHI (REL) 102	Perspectives on Humanity
PHI (REL) 202	Philosophy of Religion
PHI 204	Introduction to Ethics
PHI 205	Social and Political Philosophy
PHI 211	American Philosophy
REL 105	Introduction to the Old Testament
REL 106	Introduction to the New Testament
REL 130	Introduction to Religion
REL 209	Religion in America
REL (AIS) 213	American Indian Religious Traditions
REL 214	Introduction to Religious Ethics
REL 216	Religions of the Far East
REL 218	Religions of the Near East

Honors College students only may take one as a Humanities Division Elective:

HON 200	Great Cultural Epochs I
HON 201	Great Cultural Epochs II

Social Science Division Elective

Economics

ECN 100	Economic Perspectives
ECN 202	Principles of Microeconomics
ECN 203	Principles of Macroeconomics

Geography

GGY 101	Introduction to Geography
GGY 102	World Regional Geography
GGY 200	Cultural Geography
GGY(ECN) 206	Economic Geography

Political Science

PSPA 100	Introduction to Political Science
PSPA 101	Introduction to American National Government

Psychology

PSY 101	Introductory Psychology

Sociology

SOC 101	Introduction to Modern Sociology
SOC(AIS)105	Introduction to Cultural Anthropology
SOC 201	Sociological Concepts

Natural Science and Mathematics Division Elective

Biology

BIO 101	General Botany
BIO 102	General Zoology
BIO 103	Basic Human Biology
BIO 201	Economic Botany
BIO 210	Environmental Biology

Physical Science

CHM 130, 131	General Chemistry I, II
GLY 100	Physical Geology
GLY(GGY)115	Earth Science
PHS 110, 111	Physical Science I, II
PHS 116	Exploring Man's Energy Choices
PHY 120	Science and the Public Interest
PHS 156	Astronomy
PHY 100, 101	Elementary Physics I, II
PHY 115	Electronics (A Survey)
PHY 150, 151	College Physics I, II
PHY 200, 201	University Physics I, II

Mathematics and Computer Science

CSC 200	Intro. to Computer Programming_FORTRAN
CSC 201	Intro. to Computer Programming_COBOL
CSC 202	Microcomputer Programming
MAT 105	Introduction to College Mathematics
MAT 107	College Algebra
MAT 108	Plane Trigonometry
MAT 109	College Algebra and Trigonometry
MAT 118	Finite Mathematics
MAT 210	Introduction to Statistics
MAT 221, 222	Calculus I, II

Honors College students only may take the following as a Divisional Elective

HON 150	Modeling and Analysis of Natural Systems

HONORS COLLEGE

Director: Carolyn R. Thompson

HONORS COUNCIL

Robert W. Brown, Chair
Irene P. Aiken
Jacqueline H. Clark
Thomas A. Dooling
Joseph W. Goldston
Diane Jones
Elizabeth Normandy
Bonnie A. Kelley
Elizabeth W. Maisonpierre
Bruce Speck
Rudy D. Williams

The Honors College at UNC Pembroke recognizes and promotes the scholarly and personal growth of outstanding students. Honors College students are provided interdisciplinary educational opportunities not necessarily available in the general curriculum. These distinctive opportunities include: small interdisciplinary seminars; an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; closer interaction with individual faculty members in the College; and the opportunity to write a senior thesis or to develop a senior project under the supervision of a faculty mentor.

Honors College students are selected on the basis of class rank, exceptionally high grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and/or extra-curricular achievements. Students already enrolled at UNC Pembroke and Transfer Students are also eligible to apply for admission to the Honors College. Honors College students are appointed by the Director of the Honors College upon the recommendation of the Honors Council. Significant scholarships are awarded to as many of the Honors College students as possible. Some scholarships awarded Honors College students may require 6-8 hours of public service a week. When possible, these students will be assigned to a faculty or administrative staff mentor.

To remain in the Honors College, students are required to maintain a minimum overall quality-point average of 3.0 and a minimum quality-point average of 3.0 in their Honors courses. They are also required to receive positive recommendations from their Honors Professors and the Honors Council.

The Honors College promotes the scholarly and intellectual growth of the outstanding students selected for the College by providing an enriching series of interdisciplinary seminars. Participation in the Honors College also allows the student to obtain a broad and solid general education and to select an existing major at the University that best meets individual career goals. Honors College seminars emphasize both the open exchange of ideas in ongoing discussions and the varied perspectives of guest speakers. They are intended to develop and employ the skills of students bringing exceptional experience, talent, and motivation to the college; as such, they demand the active contribution of all participants. Frequent reaction papers and, in the higher level seminars, increasing responsibilities for independent study and/or research are expected within the program. To graduate with the Honors College designation, the student must complete the Honors Program outlined in the Honors College Academic Program Advisement Guide, including three semester hours devoted to the Honors College Thesis/Project.

ACADEMIC PROGRAM ADVISEMENT GUIDE

The academic program for Honors College students is divided into two parts. During the Freshman and Sophomore years, Honors College students take one Honors course a semester. These four courses are selected from the six interdisciplinary Honors seminars, each of which substitutes for an equivalent course in the General Education Requirements. Honors College students should take at least one course in the humanities (HON 200 or 201), one in the social sciences (HON 100 or HON 275), and one in mathematics and science (HON 150 and HON 151). During the Junior and Senior years, Honors College students design, complete, and present their Honors College Thesis/Project.

The six HON seminars are usually offered according to the following schedule.

Fall: HON 100, 150, 200; **Spring**: HON 151, 201, 275

Transfer Students and students entering the Honors College as other than Freshmen will also be expected to take the four Honors seminars, so long as they can be fitted into the student's program of study. The number of Honors courses that Transfer Students or non-freshmen will be required to take will be determined by the Director of the Honors College, after consultation with the student and the Honors Council.

Honors Thesis/Project: All Honors College students must complete HON 400 (Research Methods and Prospectus [one semester hour]) and HON 450 (Honors students Thesis/Project [three semester hours]) prior to graduation. Honors College students who elect to complete a senior Thesis/Project in their major department may substitute an equivalent departmental course for HON 450. The departmental Thesis/Project must meet the standards for the Honors Thesis/Project established by the Honors Council. The Honors Council and the Director of the Honors College recommend that HON 400 should be taken during the fall semester of the Junior year. Students failing to complete the HON 400 course by the end of the Junior year will not be continued on their academic scholarship. Honors College students should plan on presenting their Thesis/Project at the end of the fall semester of the Senior year. Requirements and procedures for the Honors College Thesis/Project are outlined in *The Preparation of the Honors College Thesis/Project.* Copies of this guide are available from the Honors College Director or the Chair of the Honors Council.

The Honors College is currently undergoing revision and restructuring. Honors College students should therefore consult with the Honors College Director or the Chair of the Honors Council concerning these revisions.

COURSES (HON)

100. Current World Problems
Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Fall. Credit, 3 semester hours. Honors students receive credit in General Education for a course in Social Science.

150. Modeling and Analysis of Natural Systems
Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

151. Contemporary Issues in Science and Technology
An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology. Honors students receive General Education credit for a course in the Physical Science area of the Natural Sciences and Mathematics Division.

200. Great Cultural Epochs I
Interdisciplinary examination of cultures in selected epochs from prehistory to the Baroque Era. Illustrative works and ideas from literature, art, music, religion, and philosophy, studied to characterize each period and its contribution to humanity's self-understanding. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Humanities Division Elective.

201. Great Cultural Epochs II
Interdisciplinary examination of cultures in selected epochs from the Baroque to the present. Antecedents and consequences of some focal cultural themes chosen for the semester, e.g. naturalism in European literature, the experience of the American frontier, the philosophy of the Age of Enlightenment, and political and social upheaval in the French Revolution. Fall. Credit, 3 semester hours. Honors will receive General Education credit for a course in the Humanities Division Elective.

275. Frontiers in Human Behavior
Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course. Honors receive General Education credit for a course in the Social Science Division.

400. Research Methods and Prospectus
Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Fall. Credit, 1 semester hour.

450. Honors Thesis/Project
Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Spring. Credit, 3 semester hours.

TEACHER EDUCATION PROGRAMS

The University offers teacher licensure programs through the School of Education and secondary licensure programs through departments in the College of Arts and Sciences. For a description of the Teacher Education program and its requirements and policies, see the School of Education section.

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the next section. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

Licensure Program Area	*Location*	*Program Coordinator*
Biology Education (secondary 9-12)	College of Arts & Sciences, Department of Biology	Dr. Sue Bowden
English Education (secondary 9-12)	College of Arts & Sciences, Department of English, Theatre, & Languages	Dr. Dennis Sigmon
Mathematics Education (secondary 9-12)	College of Arts & Sciences, Department of Mathematics & Computer Science	Dr. Gilbert Sampson
Science Education (secondary 9-12)	College of Arts & Sciences, Department of Chemistry and Physics	Dr. Pete Wish
Social Studies Education (secondary 9-12)	College of Arts & Sciences, Department of History	Dr. Kathleen Hilton
Art Education (K-12)	College of Arts & Sciences, Department of Art	Dr. Ann Klesener-Lopez
Music Education (K-12)	College of Arts & Sciences, Department of Music	Timothy Altman
Physical Education (K-12)	School of Education, Department of Health, Physical Education, & Recreation	Dr. Tommy Thompson
Birth to Kindergarten (B-K)	School of Education	Dr. Karen Stanley
Elementary Education (K-6)	School of Education	Dr. Wanda Dickson
Exceptional Children (K-12) –Learning Disabilities, Mental Retardation,	School of Education	Dr. Lawrence Schultz
Middle Grades Education (6-9) –Language Arts, Science, Mathematics, Social Studies	School of Education	Dr. Warren Baker

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

TEACHING FELLOWS PROGRAM

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. See the School of Education for a description of this program.

COLLEGE OPPORTUNITY PROGRAM

Director: Sandra M. Stratil Judith Price

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, SAT or ACT scores, and the recommendation of the high school counselor. The application for admission should be filed as early as possible.

The student enters the College Opportunity Program in the summer for a five-week session including preliminary testing and courses designed for the development of academic skills to prepare him/her for the Fall Semester. The student who successfully completes these summer courses is then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 12 hours of academic courses and 1 hour courses in Freshman Seminar and Physical Education. In addition, the student meets regularly with the COP advisor for special advisement and counseling. Each student's academic progress is reviewed at the end of the Fall Semester and Spring Semester. If, at the end of the Spring Semester, the student meets the academic eligibility requirements listed under "Academic Eligibility" in the University catalog and has successfully completed the College Opportunity Program requirements, then the student continues at the University as a regularly admitted student.

GRADUATE MINORITY ACHIEVERS PROGRAM

Faculty Coordinator: Stanley Knick

UNC Pembroke is a member of the Graduate Minority Achievers Program Consortium, which is centered at Indiana University. The Graduate Minority Achievers Program (GMAP) offers talented minority students in any academic discipline an opportunity to preview Indiana University during the summer between their junior and senior years, with the intention that they return to Indiana University for graduate study. Students are nominated on the basis of quality point average and faculty recommendations concerning the student's academic potential to complete graduate study. As many as three deserving University of North Carolina at Pembroke students may be nominated each year.

Students selected for the GMAP receive travel expenses, room and board, tuition fee remission as well as a stipend for participating in the program which takes place during second summer session. During the program, GMAP students enroll in one upper level undergraduate course in the area of their academic interest, and complete a research project under the guidance of an Indiana University faculty mentor. Other program elements include Graduate Record Exam workshops, travel to a summer academic conference, and assistance with the graduate school application process.

GMAP students who are admitted to graduate school at Indiana University (after they complete their studies at University of North Carolina at Pembroke) will receive three years of

support for graduate study at Indiana University, which may include fellowships and graduate assistantships. Applications should be filed with the Faculty Coordinator no later than January 20. The Graduate Minority Achiever's Program is an excellent opportunity for University of North Carolina at Pembroke to assist some of its best minority students in progressing toward graduate study and a professional career.

INTERDISCIPLINARY MAJORS AND MINORS

AMERICAN STUDIES MAJOR and MINOR

Coordinator: David K. Eliades (Department of History)

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

See the **Department of History** for a complete description of this program.

SCIENCE EDUCATION MAJOR

Coordinators: Peter Wish and Sue Bowden

See the **Department of Chemistry and Physics** for a description of this interdisciplinary program for teacher preparation, which offers teaching concentrations in Biology, Chemistry, Earth Science, or Physics.

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Frederick H. Stephens

The Departments of Sociology, Social Work, and Criminal Justice; English, Theatre, and Languages; Chemistry and Physics (Geography); History; and Political Science offer a multidisciplinary minor in African American Studies. This program is designed to introduce the student to the knowledge base of African American contributions to American society and to provide a thcoretical approach to understanding African American culture. The student interested in this multidisciplinary minor will have the opportunity to conduct research in areas of African American Studies.

Requirements for an African American Studies Minor **Sem Hrs.**

Guided Electives: Students must take 18 hours from the courses below,

selecting courses from at least three different areas (i.e., SWK, ENG, GGY, HST, PSPA).*

Area 1: Sociology, Social Work, and Criminal Justice

SWK 382 African American Populations

Area 2: Literature

ENG 207 (relevant topics only);

ENG 465 ,466 and/or 467 as AAS 465, 466, and/or 467 (relevant topics only)

Area 3: Geography

GGY 450 as AAS 450 (relevant topic only)

Area 4: History

HST 361 as AAS 361; HST 362 and AAS 362; HST 375 as AAS 375

HST 402 as AAS 402 (relevant topics only); HST 435 as AAS 435(relevant topics only)

Area 5: Political Science

PSPA 275 as AAS 275; PSPA 355 as AAS 355 (relevant topics only),
PSPA 370 as AAS 370 (relevant topics only) ,
PSPA 398 as AAS 398 (relevant topics only),
PSPA 420 as AAS 420 (relevant topics only), PSPA 430 as AAS 430 **Total: 18**

*Permission of the African American Studies Coordinator is required *before* any topics course may be used to meet the requirements for the minor in African American Studies.

APPLIED GERONTOLOGY MINOR

Coordinator: Stephen M. Manson

The Programs in Biology, Nursing, Recreation, Sociology, and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptions. The minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life.

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

Requirements for an Applied Gerontology Minor **Sem. Hrs.**

Select 17 hours from the following: BIO 103 (3), SOC 270 (2), *NUR 330 (2),
PSY 305 (3), REC 425 (3), SOC 375 (3), SWK 384 (3)
Complete a field practicum in an agency that serves the elderly population **Total: 17**

* The prerequisite for NUR 330 is acceptance into the RN/BSN/ Program at the UNC Pembroke.

PERSONNEL AND ORGANIZATIONAL LEADERSHIP MINOR

Coordinator: Ed Powers

The Departments of Psychology, Business Administration, and Political Science offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chair from Psychology and Counseling, Business Administration, or Political Science. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

Requirements for a Minor in Personnel and Organizational Leadership **Sem Hrs.**

Psychology: select 3 courses from the following 9
PSY 216, 316, 317, 403, 415

Management/Administration: select 3 courses from the following 9
MGT 307, 308, 408, 466; ECN 407; PSPA 210, 319, 360

Total: 18

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

WORLD STUDIES MINOR

Coordinator: Elizabeth Normandy

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

Requirements for a Minor in World Studies **Sem.Hrs.**

World Studies: select two courses from WLS 200, 251, and 450

Elective Courses: select four with coordinator (see below) **Total: 18**

COURSES (WLS)

WLS 100, 101, 102, 103. University Convocation Program

This World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Fall, Spring. Credit, 1 semester hour.

WLS 200. World Cultural Geography (GGY 200)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

WLS 251. Introduction to World Politics (PSPA 251)

Analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall, Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

WLS 450. Seminar in International and Intercultural Relations

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Fall, Spring. Credit, 3 semester hours. PREREQ: Approval of World Studies Minor Coordinator.

ELECTIVE COURSES (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

Biology
Business Administration and Economics
Chemistry and Physics (Geography)
English, Theatre & Languages
History
Philosophy and Religion
Political Science and Public Administration
Sociology, Social Work and Criminal Justice

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the Undergraduate Programs of Study section, the Departments of Biology and Chemistry and Physics provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc. can obtain some of the required college preparation (generally two years) at UNC Pembroke prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive and completion of the prescribed curriculum at UNCP does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, or from any biology or chemistry faculty member.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

Curricula	Degree Programs
Pre-Medical	B.S. Biology
Pre-Dental	B.S. Chemistry
Pre-Pharmacy	B.S. Applied Physics
Pre-Medical Research	B.S. Psychology
Pre-Veterinary Medicine	B.S. Mathematics
Pre-Medical Technology	B.S. Nursing
Pre-Optometry	
Pre-Nursing	
Pre-Public Health, Pre-Allied Health	

PREPROFESSIONAL CURRICULA IN MEDICINE, DENTISTRY AND VETERINARY SCIENCE

Although a B.S. degree is technically not a prerequisite for these program, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The departments of Biology and Chemistry and Physics offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Chemistry and Physics.

ACCELERATED PROGRAM IN MEDICAL TECHNOLOGY

UNCP offers a program to its biology and chemistry majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the board of registry of Medical Technologists, a medical technology certificate. In this program the students complete six semesters of on-campus study and one year of study and training in an affiliated hospital. After satisfactory completion of the fourth year (hospital training), UNCP will award the B.S. degree in biology or chemistry to the students. Undergraduate students enrolled in the fourth year of the accelerated program in medical technology must pay tuition to both UNCP and to the affiliated hospital. Details of the medical technology programs appear in the program descriptions of the Departments of Biology and Chemistry and Physics.

Currently, the Biology Department and the Chemistry and Physics Department have formal affiliations with McLeod Regional Medical Center in Florence, S.C., and with Moses Cone

Hospital in Greensboro, N.C. Dr. Vera C. Hyman, M.D., and Ms. Vicki Anderson, M.T., the program director and the education director at McLeod Medical Center, are regarded as adjunct professor and lecturer respectively at the University of North Carolina at Pembroke. Similar appointments are made for Robert M. Gay, M.D. and Jean Smith, M.T., the medical director and program director respectively at Moses Cone Hospital. Although the affiliation agreement does provide UNCP students some preference in the admissions process it should be noted that admission to the hospital program is competitive and that the admissions process is a function of the hospital program.

It should be noted that this is an accelerated program which allows the student to complete in four years a program that often requires five years. Students may elect the alternate route in which a B.S. degree in biology or chemistry (biomedical emphasis) is obtained before application to a hospital program. Students electing this route are eligible to apply to any school of medical technology and are not limited to programs affiliated with University of North Carolina at Pembroke.

M.A.R.C. (MINORITY ACCESS TO RESEARCH CAREERS) PROGRAM

The M.A.R.C. Program at UNC Pembroke, a training program funded by the National Institute of Health, is designed to train qualified minority students for a career in biomedical research. In addition to a variety of unique educational experiences, the program will provide selected students a monthly stipend and will pay tuition and fees during their last 24 months at UNC Pembroke. Administration of the program is the responsibility of the program director.

The M.A.R.C. Program is an honors program and trainee selection is on a competitive basis. Students will be selected at the end of the sophomore year by the M.A.R.C. Steering Committee. Requirements for selections are:

1. Completion of the first two years of the M.A.R.C. curriculum in either biology or chemistry. These requirements are more demanding than those of the traditional biology or chemistry. See appropriate department for requirements.

2. An overall QPA of at least 3.0.

3. An interest in a career in biomedical research and the desire to pursue the Ph.D. degree in a biomedical science or related field.

Students selected as M.A.R.C. trainees will spend the summer between the sophomore and junior years in an intensive curriculum enhancement program at University of North Carolina at Pembroke. Skills will be developed or enhanced in molecular biology, organic chemistry, statistical analysis, and computer methodology. This program, taught by University of North Carolina at Pembroke faculty, will better prepare the students for the demanding curriculum of the junior and senior years.

A vital component of the M.A.R.C. Program is a summer's research experience at a major research institution between the junior and senior years. Arrangements have been made with a number of research scientists in both academic and industrial settings to provide M.A.R.C. trainees from University of North Carolina at Pembroke with this research experience. For additional information about the M.A.R.C. training program in biology or chemistry, contact the program director.

For **NC HCAP** and **HCOP**, see the ACADEMIC SERVICES AND FACILITIES section.

ACADEMIC POLICIES

Requirements for Graduation

Academic Procedures and Policies

REQUIREMENTS FOR GRADUATION

Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 to 128 semester hours of course work in accordance with specific degree requirements excluding CMA 104, MAT 104, EDN 104;

2. Have successfully completed the General Education Program;

3. Earn a grade of "C" (2.0) or better in both English composition courses, CMA 105 and CMA 106;

4. Have successfully completed a program for an academic major;

5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;

6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;

7. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here;

8. Be registered during the academic year in which the student's graduation occurs;

9. Complete the last 25 percent of course work in residence at UNC Pembroke;

10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well-defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are FRS 100 (Freshman Seminar), the 2 physical education courses required for General Education, and supervised internship courses.

11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 semester hours of correspondence) from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs (*NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student's academic advisor, from the Office for Academic Affairs, and from the Office of the Registrar.);*

12. Have the recommendation of the faculty;

13. Make application for the degree no later than the end of registration for the last semester prior to the completion of graduation requirements;

a. The Degree Application Form can be obtained from the Office of the Registrar;

b. A non-refundable graduation fee of $40 must accompany the application;

c. If a candidate fails to qualify after filing the student's application and fee before commencement, but does qualify at some later time, the student must submit another application and another fee;

d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;

14. Satisfy all financial obligation to the University.

All candidates are encouraged to complete a file in the Career Services Center.

GRADUATION POLICIES

A student may complete graduation requirements at the end of the fall semester, spring semester, or summer session. A student who completes graduation requirements at the close of the spring semester is required to attend commencement, which is held at that time. A student who completes graduation at the close of the fall semester is required to attend commencement, which is held at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar by April 15 or November 15 a written request which indicates the address to which the diploma will be mailed. When the request is made as indicated above, the diploma will be mailed after the graduation ceremony.

A student must choose to meet the graduation requirements of one catalog. The student may elect to meet the requirements which were published in the University catalog which was current at the time the student entered this institution or a subsequent catalog; however, the student will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog.

A student whose attendance at UNCP is interrupted for more than one semester must meet the requirements published in the catalog which is in effect at the time the student resumes studies or those of a subsequent catalog.

Upon earning hours sufficient to be classified as a Junior (60 hours or more), a student should select a major (or double major) and be assigned an academic advisor within the selected department. Any student transferring 60 hours or more into the University should declare a major upon admittance. Students, with 60 hours or more, who do not declare a major must select an advisor within an academic department.

Courses completed in other accredited colleges and universities for which transfer credit is requested will be evaluated in terms of UNCP's academic policies and curriculum and in terms of the student's proposed program at UNC Pembroke. Grades from transferred courses will not count towards the student's cumulative quality point average at UNCP.

Fractional credit will not be granted for partial completion of any course.

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER INSTITUTION:

Students who wish to enroll in courses at other institutions to apply toward a degree at UNC Pembroke that is to be used as a General Education requirement or as an elective must receive the written approval of their major advisor and the Registrar before registering for the course(s). If a course is a requirement for the major, written approval of the student's major department chair must be presented to the Registrar before permission can be granted. This permission must be approved by the registrar and filed in the Registrar's Office. Permission to take courses at other colleges or universities requires that a student is in good academic standing and social standing and is academically eligible to attend UNCP.

After achieving junior status, no student may transfer credit for any work taken in a two-year college, nor may any student who has attained junior status receive transfer credits for any work taken after that time in a two-year college. After achieving senior status, a student cannot take and transfer courses from any other academic institution (see Requirements for Graduation).

COURSE LOAD AND PROGRESS TOWARD GRADUATION

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more

than 7 semester hours each summer session term. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 25%. (See **Tuition and Fees**).

ACADEMIC PROCEDURES AND POLICIES

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations. *Before the close of each semester, the student is expected to discharge all financial obligations to the University.* A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

UNDERGRADUATE GRADING AND ACADEMIC ELIGIBILITY

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

Classification of Students

Regular students at UNCP are classified according to the number of semester hours they have earned in keeping with the following table:

Less than 30 hours-Freshman	60 to 89 hours-Junior
30 to 59 hours-Sophomore	90 hours to graduation-Senior

Grading System (Undergraduate)

Grade reports are sent to each student at the end of each semester. Mid-term advisory grades are sent to undergraduate students at the mid-point of the semester.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A	**=**	**4.0**	**B-**	**=**	**2.7**	**D+**	**=**	**1.3**	**P**	**=**	**0.0**
A-	**=**	**3.7**	**C+**	**=**	**2.3**	**D**	**=**	**1.0**	**I**	**=**	**0.0**
B+	**=**	**3.3**	**C**	**=**	**2.0**	**D-**	**=**	**0.7**	**T**	**=**	**0.0**
B	**=**	**3.0**	**C-**	**=**	**1.7**	**F**	**=**	**0.0**	**W or AU= 0.0**		

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I", or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to

do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

The "T", grade pending, is given only for Chancellor's Scholars courses until the thesis or project is completed.

The "W" grade is assigned when a student withdraws from a course during the designated drop-add period or when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a "W" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters "AU". The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Quality Point Average and Scholastic Standing

Scholastic standing at UNC Pembroke is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:	**Final Course**	**Quality**		**Quality**		**Quality Points**
Course	**Grade**	**Hours**	**x**	**Points**	**=**	**Earned**
Course A	C+	3	x	2.3	=	6.9
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0
Course F	B	3	x	3.0	=	9.0
Course G	A-	3	x	3.7	=	11.1
Course H	I	2	x	0.0	=	0.0
	Total Quality Hrs. 16			**Total Quality Pts. 39.1**		

Quality Point Average = 39.1 divided by 16 = 2.44

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including in the quality point average calculation the quality hours and quality points received from UNCP only.

Minimum Scholastic Requirements

To indicate to a student his/her scholastic standing, four categories have been established: good standing, warning, probation, and suspension. Suspension means a minimum of two semesters separation from the University to allow more maturation in those attributes that enhance the student's academic ability.

Required levels of academic achievement increase progressively over the approximately four years leading to graduation. This is in recognition of the adjustment period of transition from high school to college level, which is sometimes difficult. The total semester hours from all colleges attended will be the basis for determining the required minimum cumulative Quality Point Average (QPA). However only those grades earned at the University will be used to compute the student's cumulative quality point average. The cumulative quality point averages required are as follows:

Semester Hours	Quality Point Average
1-29	1.375
30-44	1.375
45-59	1.500
60-74	1.625
75-89	1.750
90-104	1.875
105 or more	2.000

Academic Warning and Probation Policy

A student who falls below the specified cumulative grade point average for the number of quality hours attempted (including transfer hours) will be placed on warning (1-18 attempted hours) or probation (19 or more attempted hours) and restricted to enrollment of not more than 13 semester hours.

The following policies will apply to students who are placed on warning/probation:

1. In order to be taken off warning/probation, the student with 1-18 attempted hours must reach the required grade point average in two (2) semesters; the student with 19 or more attempted hours must reach the required grade point average in one (1) semester.
2. If the required cumulative minimum grade point average is not reached in the specified time, the student may continue on warning/probation if a grade point average of 2.0 or higher is earned for the probationary semester[s].
3. If either of the above requirements is not satisfied, the student will be suspended for two (2) semesters.

a. Suspension and Readmission

After at least two semesters of academic suspension for failure to meet the Minimum Scholastic Requirements outlined above, a student may apply for readmission. Before registering for classes, the student must meet with the Director of Retention Activities and complete an "Academic Success Contract" that specifies the actions the student will take to improve his/her academic standing. The Academic Success Contract will specify the following, all at the discretion of the Director of Retention Activities: 1) the number of semester hours (6-13) for which the student can register, 2) a schedule of regular meetings with the Retention Officer, 3) class attendance policies, and 4) other appropriate intervention strategies.

Only after the Academic Success Contract is signed by the student and the Director of Retention Activities will the student be allowed to register for courses. Copies of the Academic Success Contract will be kept on file in the Office for Retention and Advisement and the Academic Affairs Office. The student's advisor and the student will also receive copies.

b. Suspension and Early Readmission

A student may appeal his or her two-semester suspension by complying with the following procedure:

1. Meet with the Director of Retention Activities and complete an Academic Success Contract, as defined above.
2. Enroll in a 6-week, non-credit seminar on academic success.
3. Present a written appeal to the Readmission Appeals Committee at least four days prior to registration for classes that contains the following items:
   A) justification for the student's early readmittance;
   B) written proof of health, personal, or other problems that may have affected the student's academic performance in the past, with an explanation of how these problems will be remedied
   C) a signed copy of the Academic Success Contract.

If the required cumulative minimum grade point average is not reached by the end of the semester, the student may continue on warning/probation if a grade point average of 2.5 or higher is earned for the probationary semester.

ACADEMIC HONORS

Graduation with Honors

Any graduating senior may be considered for honors who at the beginning of the last semester of his senior year has earned at least 45 semester hours of credit in residence at UNCP. Honors are calculated at this time in preparation for the commencement ceremony. More semester hours in residence are required for honors than are required for graduation. All course work attempted (including quality hours from other institutions and repeated hours) will be computed in the calculation of the cumulative quality point average for honors.

Students who attain a cumulative Quality Point Average (QPA) of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative quality point average of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*. Cumulative QPAs are computed at the end of the semester prior to the student's last semester in school.

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 15 semester hours of course work, of which at least 12 hours must not be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 15 semester hours of course work, of which at least 12 hours must not be Pass/Fail.

ORIENTATION AND ADVISEMENT

Freshman Orientation and Testing

A summer orientation program is sponsored by the University for all new freshmen. The program is designed to acquaint students with the academic, co-curricular, and social life of the University. A battery of required University- administered tests is given to all students during the orientation session.

Each freshman will take a battery of University-administered tests prior to the student's first registration. No student will be allowed to register without being tested. The tests will be administered during the Freshman Orientation sessions held in the summer. The tests are not

entrance examinations and will not deny admission to any student. The purpose of the test is to provide information to assist in advising every student and in planning the student's program.

Students who score below acceptable standards on the University-administered test in Composition will be placed in CMA 104. Students who score below acceptable standards on the University-administered mathematics test will be placed in MAT 104. Students who score below acceptable standards on the reading test will be placed in EDN 104 (College Reading). Students placing in one or more of these courses will be advised to limit their course loads to 12 semester hours in the fall semester and to seek tutorial aid. CMA 104, MAT 104, and EDN 104 do not count toward graduation.

Academic Advisement

New freshmen are advised by the staff of the Office of Retention and Advisement when registering for first semester courses, after which time they will be assigned faculty advisors. In most cases, Freshman Seminar instructors become their students' advisors. When a student declares a major, he or she will be assigned an advisor in the appropriate academic department. The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. However, the final responsibility for meeting all academic program requirements lies with the student. The Office of Retention and Advisement also serves as a resource center for students who may wish to seek additional academic help. In addition, faculty members may refer students to the Office of Retention and Advisement for academic counseling.

REGISTRATION PROCEDURES AND POLICIES

Registration

Each student must complete registration in person. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The University has a two-phase registration system: the early registration phase and the regular registration phase.

Students currently enrolled at the University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the registration material (Permit to Register Card) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work at the assigned major academic department, and (4) paying tuition and fees to the Cashier's Office.

Students entering UNCP for the first time or returning after an absence of one semester or more may complete their registration by: (1) consulting with their advisor during the designated registration period, obtaining a Permit to Register Card and preparing their class schedule for the semester, (2) registering for the approved course work at the assigned major academic department, and (3) paying tuition and fees at the Cashier's Office.

Adding, Dropping, and Withdrawing from Courses

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To drop and/or add a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the losing and/or gaining professor, and present the form to the Cashier's Office and the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W if the student obtains the signature of the instructor and the advisor.

Withdrawal without penalty from a course or courses after the deadline for withdrawal but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The student should secure a course withdrawal form from the Registrar's office, obtain the instructor's signature and the advisor's signature, and return the form to the Academic Affairs Office for review. Approved requests receive W in the course. A copy of the completed form and any required documentation must be on file with the Academic Affairs Office before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar's Office for entry of the assigned grade.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of the Registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, the Office for Academic Affairs approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Assistant Vice-Chancellor for Academic Affairs, present the required documentation, and complete the necessary forms. Approved requests receive W in all courses. Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Courses

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNC Pembroke before the fall of 1994 and who repeat a course will adhere to the following policy: Any course may be repeated. Semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.

b. Students Entering UNCP for Fall 1994 and Thereafter

Beginning with the fall semester of 1994, undergraduate students who enter UNC Pembroke will have all enrollments in courses graded A, B, C, D (plus or minus), F and I included in the computations of their overall grade point average and hours attempted.

Students may, for a variety of reasons, elect to repeat any course. The original course and the repeat course must be taken at UNCP. The following policies will govern the credit awarded and the computation of quality point averages:

1. Credit hours earned in a particular course will not be awarded more than one time.

2. When a course is repeated, the grade earned in an earlier attempt can be replaced in the calculation of the quality point average by a higher grade earned in a repeat of the class. Students entering UNCP as freshmen will have the option of replacing a maximum of 15 credit hours with

improved grades earned by repeating courses. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer or Readmission Hours Accepted as of Fall 1994	Maximum Hours for Replacement
0-23 hours	15
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

3. The student must secure a form from the Registrar's office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's office. Decisions for course grade replacement are irrevocable.

INTERNSHIPS, PRACTICA, AND INDEPENDENT LEARNING

Internships, practica, and other external learning experiences provide opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman.

All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses.

Experiential Learning and Cooperative Education

Practical work experience is very important in today's world. Students at UNC Pembroke may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

a. Experiential Learning Program: Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.

2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.

3. To be eligible for enrollment in Experiential Learning I or II, a student must:

* have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;

* be classified as a junior or senior;

* have an overall cumulative quality point average of at least 2.0;

* have the written recommendation and approval of the major department chairman and the major advisor.

4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:

* what the student is to do, what the major advisor is to do, and what the organization is to do;

* the number of semester hours the students will earn in completing the contract;

* that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;

5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

b. Cooperative Education Program: Cooperative Education is an arrangement whereby UNC Pembroke cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above. Participants receive pay and academic credit for the work experience which is coordinated and supervised by the Career Services Center.

Independent Study

A student who wishes to enroll in 499 Independent Study in any department must: (1) be classified as a senior, (2) have a cumulative quality point average of 3.0 or better in his major area of study, (3) request independent study in his major area, and (4) submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the department head responsible for the student's major area of study. It must be approved by: (1) the professor supervising the student in independent study, (2) the department chairman, (3) the Registrar, and (4) the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit.

Upon completion of the independent study, the student must prepare a typewritten report of the study in duplicate. The supervising professor will evaluate the report and the overall work in the independent study and assign the appropriate grade. A copy of the independent study should be filed in the departmental chairman's office.

CLASS ATTENDANCE POLICIES

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Office of Freshman Seminar and Academic Advisement (administrator of the Early Alert program) for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

NOTICE CONCERNING THE INSPECTION AND RELEASE OF STUDENT RECORDS

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. This request must be renewed at the beginning of each semester.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962-4588). Edition 5/97

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE ACADEMIC HONOR CODE

I. OVERVIEW

The University of North Carolina at Pembroke Academic Honor Code sets forth the standards of academic honesty and integrity for students at UNCP and describes attendant faculty responsibilities. Students and faculty are expected to be familiar with its provisions. This Code defines student behavior which violates the standards (Section III), and enumerates the penalties for violations and the circumstances under which such penalties may be imposed (Section IV).

Section V sets forth the procedures for dealing with cases where a violation of the Academic Honor Code is alleged. Those procedures permit a faculty member to address a student's first violation through discussion with the student. If the student freely admits the offense and accepts the penalty assigned by the faculty member, an agreement settling the matter is signed by both, the faculty member imposes the penalty, and the matter ends (Section V.A.). If UNCP records show that the student has previously committed an Academic Honor Code violation, or if the student decides not to admit guilt or accept the penalty, or if the faculty member believes that the seriousness of the offense warrants a more severe penalty than those which may be imposed in the settlement process, the matter must be referred to the Campus hearing Board (Section V.B.) if any penalty is to be imposed. The Campus Hearing Board hears the evidence from the faculty member and student and determines whether the student did commit a violation. If no violation if found, the matter ends and no penalty may be imposed. If the Campus Hearing Board finds that the student did commit a violation, it determines the appropriate penalty (Section V.C.). A student found guilty may appeal the Campus Hearing Board's decision to the Campus Appeal Board (Section V.D.).

II. STATEMENT OF PRINCIPLES

Academic honor and integrity are essential to the existence of a university community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty. To meet their responsibilities when academic dishonesty is suspected, individual faculty members must follow the policies and procedures stated in this Code.

Students are also members of the academic community. As responsible members of the University, students are obligated not to violate the basic standards of honor, and they are expected to take an active role in encouraging other members to respect those standards. Should a student suspect a violation of the Academic Honor Code, he/she should make the suspicion known to a member of the faculty or University administration.

Commitment to maintaining and encouraging high standards of academic honesty and integrity is demonstrated in many ways. One manifestation is the policies and procedures governing violation of the standards. Herein contained are the provisions of the UNCP Academic Honor Code.

III. DEFINITIONS OF VIOLATIONS

Definitions and/or examples of violations of the Academic Honor Code are as follows.

A. CHEATING:

Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise.

B. PLAGIARISM:

Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).

C. FABRICATION AND FALSIFICATION:

Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

D. ABUSE OF ACADEMIC MATERIALS:

Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.

E. COMPLICITY IN ACADEMIC DISHONESTY:

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

IV. PENALTIES

All acts of academic dishonesty violate standards essential to the existence of any academic community. Some first offenses are properly handled and remedied by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described in Section V to handle such an offense. The penalties which may be assessed are limited to the following: (a) a formal warning/reprimand, (b) a reduced grade (including F) for the assignment, (c) a reduced grade (including F) for the entire course. Whatever the penalty, a signed form regarding the settlement will be kept for five years (or until the student graduates) in the Office for Student Affairs. The purpose of this record-keeping is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

All second offenses and some first offenses have import beyond the specific course in which the violation occurred. The Campus Hearing Board handles such violations, and the possible penalties are greater. In these cases the Campus Hearing Board may impose any of the penalties listed above (a,b,c) and/or the following: (d) disciplinary suspension from the University for a designated period of time (one semester, one year, etc.); or (e) dismissal from University for an indefinite period of time.

In all determinations of penalty, the following factors should be considered:

1. The nature and seriousness of the offense.
2. The injury or damage resulting from the misconduct.
3. The student's motivation and state of mind at the time of the incident.
4. The student's prior disciplinary record.
5. The student's attitude and demeanor subsequent to the violation.

V. PROCEDURES FOR HANDLING CASES

A faculty member responsible for assigning final grades in a course may acquire evidence directly, or through information supplied by others, that a student violation of the Academic Honor Code may have occurred. After collecting the evidence available, the faculty member should determine whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the evidence is sufficient, he/she should contact the Vice Chancellor for Student Affairs, who will determine from his records whether the student has previously admitted to or been found guilty of an Academic Honor Code violation. If the suspected violation would be a second offense, the faculty member must take the case of the Chairperson of the Campus Hearing Board. If the suspected violation would constitute a first offense but one which the faculty member considers the appropriate penalty to be more severe than an F in the course, the case must be brought to the Chairperson of the Campus Hearing Board. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than F in the course, the settlement procedure may be used to conclude the matter and provide a record (see Section IV. Penalties).

Once a student has received notice that he/she is charged with an Academic Honor Code offense, the student is not permitted to withdraw from the course in order to avoid the appropriate penalty.

A. Settlement Procedure: The faculty member meets with the student and presents the evidence of an Academic Honor Code violation, then request an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the approved form distributed to all faculty members, noting the penalty to be applied, and gives the form to the student. The student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the settlement form to the Vice Chancellor for Student Affairs, who keeps a

record of first offenses for five years (or until the student graduates), and thus the matter is ended. If the student decides not to admit guilt or not accept the penalty, the faculty member must take the case to the Chairperson of the Campus Hearing Board, if any penalty is to be imposed.

B. Campus Hearing Board: The Campus Hearing Board is made up of three faculty members and one administrative member appointed by the Chancellor of the University, and three students appointed by the President of the Student Government Association. The conduct of Hearings is outlined in Article IV, Section C.2 of the University of North Carolina at Pembroke Student Constitution.

Where a student is not found in violation of the Academic Honor Code, a written report is prepared and sent to the Vice Chancellor for Student Affairs, who will maintain a confidential file of materials related to the case. No part of that file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

Where a student is found guilty of violating the Academic Honor Code, the Campus Hearing Board determines the appropriate penalty. Both student and faculty may submit evidence and make statements concerning the appropriate sanctions to be imposed. The Vice Chancellor for Student Affairs will supply the Student's previous Academic Honor Code disciplinary record.

At the conclusion of the evidence of the appropriate penalty, the Campus Hearing Board determines the penalty, and prepares a written report to the student and the Provost and Vice Chancellor for Academic Affairs, who notified the faculty member and the Vice Chancellor for Academic Affairs of its contents. If a penalty of a grade of F in the course or less is to be assigned, the faculty member imposes that penalty determined by the Campus Hearing Board and no other penalty. If a greater penalty is deemed appropriate, the Vice Chancellor for Student Affairs implements the penalty indicated in the report. The student will be notified within five days of the Campus Hearing Board's determination of penalty.

C. Campus Appeal Board

A student found guilty has the right of appeal, and is permitted five school days from the date the student receives notice of the report of the Campus Hearing Board to file a written notice of appeal with the Vice Chancellor for Student Affairs. Failure to do so will render the decision on the Campus Hearing Board final and conclusive.

If the request for appeal has been timely filed, the Vice Chancellor for Student Affairs shall deliver this request as well as materials related to this case to the Campus Appeal Board.

The composition of the Campus Appeal Board and its adjudicatory powers are descried in Article V, Section C.1 of the University Student Constitution. For Academic Honor Code violations and their appeals, the Provost and Vice Chancellor for Academic Affairs or his designate will represent the Chancellor of the University.

VI. ADVICE TO THE FACULTY

1. Faculty members should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. In doing so they might authorize or prohibit specific forms of student conduct which are unique to their courses of disciplines. They should refer students to this Academic Honor Code. It is recommended that the following statement be included in all course syllabi: *Student Academic Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code.* This code forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to the students in writing at the beginning of the course, and are binding on the students. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Students are expected to report cases of academic dishonesty to the instructor.

2. Faculty members should take preventive measures to avoid cases of academic dishonesty (e.g., examinations should be carefully protected).

UNDERGRADUATE ADMISSIONS

The University of North Carolina at Pembroke is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large. UNC Pembroke welcomes applications from persons who have earned a high school diploma, or its equivalent, and whose academic preparation and aptitude predict success in higher education. No single consideration dictates admission decisions; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNC Pembroke may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the University.

Qualified applicants are admitted in the following categories:

1. New Freshmen
2. Transfer Students
3. Re-Enrolling Students
4. International Students
5. Special Students
    a. Enrichment (Non-degree)
    b. Teacher Licensure/Renewal
    c. Second Degree
    d. Transient
    e. Joint Enrolled
    f. Audit

Students may enter at the beginning of any semester or summer term. The application priority deadlines for undergraduate admissions are as follows: the fall semester is July 15; the spring semester is December 1; summer terms I and II are May 15 and June 15 respectively. Applications are processed on a rolling basis; however, students who apply early may receive priority in financial aid and housing.

Requests for general information, brochures, catalogues, admissions videos, and application forms should be addressed to the Director of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable $25.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, The University of North Carolina at Pembroke, Pembroke, NC 28372. The office may be reached by phone at (800)949-UNCP or 910-521-6262. Students may contact the Office of Admissions through e-mail at admissions@papa.uncp.edu and www.uncp.edu is the address for the UNC Pembroke home page. The fax number for the Office of Admissions is (910) 521-6497.

All new students, and all re-enrolling students who have been out of UNCP for one year, who plan to take 9 or more credit hours during their initial semester are required to complete a medical history form. This form may be obtained from the Office of Admissions and returned to Student Health Services prior to registering for classes.

NEW FRESHMEN

Applicants for the freshmen class must be graduates of an approved or accredited high school or home school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

An application for admission, a $25 application fee, an official high school transcript, and SAT or ACT scores must be received before an application is considered complete, and the file must be complete before an admission decision can be made. Students who are dual-enrolled at community colleges must also submit official transcripts of any college work. A predicted grade point average is computed on the basis of the high school class rank, GPA, and SAT or ACT scores for each applicant. The Admissions Policy requires one of three possible decisions for each applicant:

* Applicants who have satisfactory high school records, appropriate SAT or ACT test scores, and who meet the minimum admissions requirements, including course selection and class rank, will be accepted for admission.

* Applicants whose records and test scores do not meet the minimum requirements will be denied admission.

* Applicants whose records and/or test scores meet many, but not all, of UNC Pembroke's regular admission standards may be offered admission to the University's summer College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog.)

MINIMUM ADMISSIONS REQUIREMENTS (MAR) AT THE 16 UNIVERSITY OF NORTH CAROLINA CAMPUSES

The following courses will be required for admission, in addition to each UNC institution's specific requirements:

* In *English*, four course units emphasizing grammar, composition, and literature;

* In *mathematics,* three course units including algebra I, algebra II, and geometry, or a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses (or a course for which Integrated Mathematics 3 is a prerequisite):

* In *science,* three course units including:

** at least one unit in a life or biological science (for example, biology),

** at least one unit in a physical science (for example, physical science, chemistry and physics) and

** at least one laboratory course; and

* In *social studies*, two course units including one unit in *U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.*

In addition, it is recommended that prospective students complete at least two course units in one *foreign language*, and take one *foreign language course unit and one mathematics* course unit in the twelfth grade. The University of North Carolina will require two years of foreign language for every applicant beginning with graduates of the class of 2004 as well as a fourth unit of mathematics beginning with graduates of the class of 2006. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript. Developmental courses at community colleges may not substitute for MAR courses.

TRANSFER STUDENTS

* Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0)

average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at regionally accredited institutions are evaluated in terms of courses offered and academic programs available at UNCP.

* An official high school transcript and an application fee of $25 is required.

* The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student's cumulative quality point average at UNC Pembroke.

* Transfer applicants must submit a University Questionnaire completed by the last institution they attended which states that they are immediately eligible to return to the previous institution.

* Transfer applicants who graduated from high school in the year 1990 and beyond must meet the minimum course requirements outlined in the previous section (See Minimum Admissions Requirements - MAR). For those students who do not meet these requirements, six (6) college transferable semester hours must be earned at an accredited college or university in the following areas: English, Math, Science, Social Science before admission is granted. Applicants 24 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MAR.

* Each transfer applicant must submit a completed health record before registering for classes.

* All transfer students entering UNC Pembroke must attend a transfer orientation designed to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher licensure degrees should refer to the admission requirements stipulated for the Teacher Education Program.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. The maximum transfer credit hours accepted from a two-year institution ranges from 60-64 semester hours. However, students who have attained junior status (60 semester hours) at a four-year institution will not be allowed to transfer additional credit completed after that time at a two-year institution. Students attending a four-year institution prior to attending a two-year institution may be limited in the total number of transferable credits allowed (See Graduation Requirements). Although there is no limit on credit hours accepted for a student who transfers from a four-year institution, a 30-hour residency is required to graduate from the University of North Carolina at Pembroke, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

The Comprehensive Articulation Agreement, a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, defines a 44-semester credit hour general education core and 20 semester credit hour pre-major in the AA or AS degree which is fully transferable to UNC Pembroke in courses with a minimum 2.0 GPA.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least one semester must apply for readmission through the Registrar's Office. Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of Admissions. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission along with a $25 application fee. Students who have left the University as a result of an academic deficiency should review the policy on Minimum Scholastic Requirements.

INTERNATIONAL STUDENTS

Applicants from non-English speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required. For students born in

non-English speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or the Michigan Test. Each student must submit official proof of financial support and an English translation of all transcripts. It is preferred that all documents be sent to the admissions office six months prior to date of entry. All documents must be received and evaluated before an I-20 can be issued.

SPECIAL STUDENTS

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, Joint Enrolled, and Audit. A $25 application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as special students. Such applicants must submit an application for admission, a $25 application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, $25 application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. See Teacher Education Program.

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admissions, a $25 application fee, and transcripts from all colleges attended. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution at which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Transient students are not required to pay an application fee.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores, and class rank. Permission must be granted from the student's high school principal or guidance counselor and the professor teaching the course, prior to admission as a Joint Enrolled student. An application fee is not required.

Audit: New students who plan to audit a course must submit an application for admission, a $25 application fee, and a form from the Office of Academic Affairs with the approval of the appropriate professor(s) and the Associate Vice Chancellor for Academic Affairs.

AUDITING

All persons, whether regularly enrolled in the University or not, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU". Class participation by and requirements of auditors are at the discretion of the instructor.

GRADUATE ADMISSIONS

Inquiries concerning the graduate studies admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the Graduate Programs section of this catalog.

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

UNC Pembroke provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree. The University is a CONAP participant and SOC member.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), UNC Pembroke will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

* Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form must be submitted with the application in order to receive credit.

* Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.

* Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.

* Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

1.) All transferable work completed in residence at accredited senior institutions of higher education provided the student has an overall cumulative quality point average of 2.0;

2.) Up to 64 semester hours of work completed in a two-year college provided the student has an overall cumulative quality point average of 2.0;

3.) Up to 24 semester hours of work completed through correspondence and/or extension (with no more than 12 semester hours by correspondence) courses. Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

COLLEGE LEVEL EXAMINATION PROGRAM

Incoming freshmen may earn up to thirty semester hours of General Education credit through the College Level Examination Program (CLEP):

CLEP General Examinations	*General Education Course Credit* (sem. hours)
English Composition	*3 SH, ENG 105.Composition I
(Score 500 or above)	*Departmental exam also required.
Humanities	3 SH, ART 205. History & Appreciation of Art;
(Score 500 or above)	3 SH, MUS 230.Introduction to Music Appreciation
Mathematics	3 SH, MAT 105. Intro to College Mathematics;
(Score 500 or above)	*3 SH, MAT 107. College Algebra
	*Department exam required for Math 107 credit.
Natural Sciences	3 SH, BIO 100. Principles of Biology;
(Score 500 or above)	3 SH, PHS 110. Physical Science I

CLEP Subject Area Examinations	*General Education Course Credit* (sem. hours)
Chemistry, General	4 SH, CHM 130. General Chemistry I;
(Score 47 or above)	4 SH, CHM 131. General Chemistry II
French, College Level 1 and 2	3 SH, FRH 131.Elementary French I;
(Score 41 or above)	3 SH, FRH 132.Elementary French II
Spanish, College Level 1 and 2	3 SH, SPN 131.Elementary Spanish I;
(Score 41 or above)	3 SH, SPN 132.Elementary Spanish II
German	3 SH, GER 131. Elementary German I;
(Score 40 or above)	3 SH, GER 132. Elementary German II
History of United States I:	
Early Colonizations to 1877	3 SH, HST 101.American Civilizations to 1877
(Score 47 or above)	
History of United States II; 1865	3 SH, HST 102.American Civilizations since
to Present (Score 46 or above)	1877

Entering Freshmen may obtain lists of CLEP Test Centers from their high school counselors or find out more about individual tests by visiting the CLEP web site http://www.collegeboard.org/clep/students/html/student.html or calling telephone # 215-750-8420 or by writing :

CLEP, P.O. Box 6600, Princeton, NJ 08541-6600

E-mail clep@ets.org

ADVANCED PLACEMENT

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas. UNC Pembroke especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table. For general information about Advanced Placement programs call 609-771-7300.

Subject	Required Score	Hours Granted	Course Equivalent
Art: History	3	3	Art 205
Art: Studio Art: Drawing	3	3	Art 132
Biology	3	4	Biology 100, 100L
Chemistry	3	4	Chemistry 100 and 101
English Language/Com.	3	3	English 105
English Language/Com.	4	6	English 105 ,106
English /Literature	3	3	English 105
English Com./Literature	4	6	English 105, 106
French Language	3	3	French 231
French Language	4	6	French 231, 232
French Literature	3	3	French 321
French Literature	4	6	French 321, 322
History: American	3	3	History 101
History: World	3	3	History 114
Mathematics: Calculus AB	3	4	Mathematics 221
Mathematics: Calculus BC	3	4	Mathematics 222
Music: Theory	4	4	Music 114 and 114L
Physics: B	3	6	Physics 150 and 151
Physics C: Mechanics	3	3	Physics 200
Physics C: Electricity & Magnetism	3	3	Physics 201
Spanish Language	3	3	Spanish 231
Spanish Language	4	6	Spanish 231, 232
Spanish Literature	3	3	Spanish 321
Spanish Literature	4	6	Spanish 321 and 322

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to UNC Pembroke and is registered for less than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

HONORS COLLEGE

The Honors College is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities not necessarily available in the general curriculum. These distinctive opportunities include: small interdisciplinary seminars; an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; closer interaction with individual faculty members in the program; and the opportunity to write a senior thesis or to develop a senior project with faculty supervision. Honor

students are required to complete 6-8 hours of public service as part of a mentoring program and will be assigned when possible to a faculty or administrative staff member who would serve as a mentor. For program description see Special Programs.

Program participants are selected on the basis of exceptionally high grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and/or extra-curricular achievements. Significant scholarships are awarded to as many of the Chancellor's Scholars as possible. Chancellor's Scholars are appointed by the Chancellor upon the recommendation of the Chancellor's Scholars Council. After receiving the recommendation from the Council, the Chancellor sends a personal letter to the student inviting him/her to participate in the program.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program (COP) is designed to admit a limited number of students who meet most, but not all, of UNC Pembroke's regular admission standards. Students must meet UNC minimum admissions requirements and are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 12 hours of academic courses and 1 hour courses (such as Physical Education). In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 105 and ENG 106), then continue at the University as other regularly admitted students.

STUDENT FINANCES FOR UNDERGRADUATE PROGRAMS

EXPENSES
FINANCIAL AID
SCHOLARSHIPS, AWARDS, GRANTS, LOANS
STUDENT EMPLOYMENT, VETERANSBENEFITS

EXPENSES

(Payment must be in U.S. dollars. Expenses are subject to change without notice.)

TUITION AND FEES

Tuition and all fees are due and payable in full by registration day for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of $25 will be levied on each returned check.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Since UNC Pembroke is maintained by the people of North Carolina for the education of residents of the State, it is available to them at less cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See below for further information on residency status). Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

Tuition Surcharge on Undergraduates

The North Carolina Legislature directed the Board of Governors to impose a twenty▲five percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four▲year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five▲year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations through institutional advanced placement or course validation, or through examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five▲year program.

The undergraduate credit hours to be counted for calculation in the surcharge requirement include:

* all regular session degree▲creditable courses taken at this institution including repeated courses, failed courses and those dropped after your official census date (normally the last date to add a course); and

* all transfer credit hours accepted by this institution.

The hours excluded from the calculation include:

1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs;

2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and 3) those earned through the summer session or degree▲credit extension division on this campus or at another UNC institution.

SCHEDULE OF UNDERGRADUATE EXPENSES: REGULAR SESSION

(Subject to change without notice.)

Sem. Hrs.	Tuition	In-State Tuition	Out-of-State Fees	Ins.	In-State Total	Out-of-State Total
12+	$491	$4,126	$439	$40	$970	$4,605
9-11	368	$3,095	$343	$40	$751	$3,478
6-8	246	$2,063	$192		$438	$2,255
1-5	123	$1,032	$ 97		$220	$1,129

ROOM AND BOARD EXPENSES

Occupancy	Housing	Meal Plan	Total
Co-ed Double	$1,080	$825	$1,905
Co-ed Single	$1,280	$825	$2,105
Regular Double	$1,015	$825	$1,840
Regular Single	$1,340	$825	$2,165

DETAILED EXPLANATION OF CHARGES: TUITION, FEES AND INSURANCE

TUITION: FULL-TIME STUDENT (per semester)

North Carolina Residents - Undergraduates	$491
Out▲of▲State Residents - Undergraduates	$4,126

GENERAL FEES (Per Semester)

Educational and Technology Fee $50

Health Services $55

This fee is used to operate the University Infirmary. All regular students taking 9 semester hours or more are required to pay this fee.

Other Required Fees $334

This fee is used to support various University programs, such as Athletics, Band & Chorus, Dramatics, Debt Service and Student Center. A portion of these funds is allocated to the Student Government Association to support Student Government activities including Yearbook, Newspaper, and the Performing Arts Series.

INSURANCE

Students taking 9 or more credit hours will be charged $40 per semester for health insurance.

If you wish to waive this insurance, you must complete and return the insurance waiver form to the Student Accounts Office no later than the published cut-off date. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

MISCELLANEOUS FEES

Application Fee $25

This fee, paid at the time of initial application, is non▲refundable and cannot be applied to meet any other charges.

Undergraduate Graduation Fee $40

Graduate Graduation Fee $70

This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non▲refundable fee.

Late Payment/Registration Fees $25

Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee.

Change of Course Fee $2

Student who voluntarily drop or add courses after the first day of classes in any semester must pay $2 for each course involved.

Dormitory Deposit Fee (refundable) $75

Vehicle Registration Fee:

Commuter (Day) $35

Commuter (night) $15

Dormitory Resident $45

Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15.

Transcript Fee

Mailed $3

Telefaxing Fee $5

Walk-in $5

REFUND POLICY (This Policy Is Subject to Change)

A. TUITION AND FEES

Withdrawals

Tuition and fees, including room and board will be refunded per the following schedules, provided a student officially withdraws from the University.

Fall and Spring Semesters

Prior to the first day of classes	100% of fees paid
1 through 12 calendar days	90% of fees paid
13 through 30 calendar days	50% of fees paid
31 through 60 calendar days	25% of fees paid
after 60 calendar days	no refund

First and Second Summer Sessions

Prior to first day of classes	100% of fees paid
1 through 9 calendar days	50% of fees paid
after 9 calendar days	25% of fees paid
after 9 calendar days	no refund

Intra Session

Prior to first day of classes	100% of fees paid
1 through 6 calendar days	50% of fees paid
after 6 calendar days	no refund

The University counts calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with Student Accounts Office in the Controller's Office. Forms for withdrawal during the first six weeks of the semester, the first 9 calendar days of first and second summer sessions, and the first 6 calendar days of intra sessions may be obtained from the Registrar's Office. After the first six weeks of the semester, forms may be obtained from the Office for Academic Affairs.

Reducing Hours

Students who officially drop from full` time to part` time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period.

Refunds for withdrawing or reducing hours will be processed after the registration period. Please allow two weeks for processing of any refund. Students receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the University.

B. ROOM DEPOSIT

The University will refund all but $25 of the room deposit to incoming new students if written cancellation is received by August 1 preceding the fall semester and December 1 preceding the spring semester. The room deposit is non-refundable after these deadlines.

The $75 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 15 preceding the spring semester and by April 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

If a student withdraws from the University prior to mid-semester, the room deposit will be forfeited. If a student withdraws after mid-semester, the room deposit (less damages if any) will be refunded, provided checkout procedures have been followed.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve month immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in` state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile

If an individual, irrespective of age, has living parent(s) or a court` appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re` registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's

spouse are, however, relevant information in determining residentiary intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve` month requirement for in` state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, North Carolina affords tuition rate benefits to certain military personnel and their dependents even though qualifying for the in` state tuition rate by reason for twelve months legal residence in North Carolina. Members of the armed services, while stationed in and currently living in North Carolina, may be charged a tuition rate lower than the out` of` state tuition rate to the extent that the total of entitlement for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in` state tuition rate, is a sum less than the out` of` state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in the state is eligible to be charged the in` state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered , the student must submit a military residency application.

Grace Period

If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in` state rate for a grade period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grade period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in` state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost , but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12` month period, if he or she continues to maintain the reacquired domicile into re` enrollment at an institution of higher education, may re` enroll at the in` state tuition rate without having to meet the usual 12` month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re` enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

FINANCIAL AID

The primary role of the Financial Aid Office, located on the second floor of Lumbee Hall, is to provide financial aid as well as financial counseling to students requesting these services. This office coordinates a variety of State, Federal, private and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan funds available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The application, "Free Application for Federal Student Aid," should be completed, listing the University of North Carolina at Pembroke as the school of choice, and mailed in the envelope attached to the application. These applications are available in all high school guidance offices and the Financial Aid Office. The application should be mailed by March 15 to allow time for processing so awards can be made before Fall Registration.

To be eligible for financial assistance a student must have a high school diploma or GED; be enrolled as a regular student in an eligible program; be a U.S. Citizen or eligible non` citizen;

generally, have a social security number; make satisfactory academic progress; register with the Selective Service, if required; and, not be in default on any federal loan or owe a refund on a federal grant. In addition, a transfer student must submit to the Financial Aid Office a completed Financial Aid Transcript from each institution previously attended. Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is individually considered on the basis of the family financial situation.

A Financial Aid Brochure which explains in detail the financial aid programs at UNC Pembroke is available in the Financial Aid Office.

SCHOLARSHIPS, AWARDS, GRANTS, LOANS

SCHOLARSHIPS

Scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships are available, some with specific restrictions. Scholarships and endowed scholarships are available in these categories:

General Scholarships

Honors Program Scholarships

Athletic Scholarships

Departmental Scholarships

For application information, a student is encouraged to contact the Office of Financial Aid or the Chair of the Department in his or her major field.

For a complete listing of scholarships and awards, see Appendix B.

For further information about specific scholarships, their donors, and their honorees, please consult the Office of Advancement.

AWARDS

Special awards are presented to recognize outstanding graduating seniors. Currently there are awards in the Social Work Program and the Teaching Fellows Program.

GRANTS

Grants are provided by state and national agencies.

North Carolina Grants

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at UNC Pembroke. These grants vary in amount according to students' demonstrated need.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government fixes the amount of financial assistance a student may receive under the Pell Grant Program on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address.

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated exceptional need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of under` graduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

North Carolina Student Incentive Grant Program

This program is administered by College Foundation, Inc. Funds are provided to the Foundation by the North Carolina State Education Assistance Authority under the 1965 Higher Education Act, as amended, from state and federal appropriations. To qualify for a North Carolina Student Incentive Grant (NCSIG), a student must be a legal resident of North Carolina, be accepted for enrollment as a regular student or be enrolled full` time in good standing in an undergraduate program, and must demonstrate a substantial financial need. Grants are based on an individual student's demonstrated need in relation to resources and the cost of education, but may not exceed $1,500 per academic year.

To apply for NCSIG, the student's parents and/or the student and spouse must complete the Free Application for Federal Student Aid, and mail it to the processor no later than March 1. All North Carolina residents are encouraged to apply for this grant.

All students applying for the NC Student Incentive Grant must also apply for the Pell Grant.

Vocational Rehabilitation Scholarships

Students who have disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, NC.

Minority Presence Grant Program

The Minority Presence General Grant Program: Part I provides funds for grants to white students at predominately black institutions and to black students at predominately white institutions who are residents of North Carolina, are enrolled for at least three hours of degree credit course work, and demonstrate financial need; Part II provides funds for grants to Native Americans and other minority students at the constituent institutions of the University of North Carolina who are residents of North Carolina, are enrolled for at least three hours of degree credit course work, and demonstrated financial need.

American Indian Student Legislative Grant Program

Established by the NC General Assembly, this program provides assistance for resident North Carolina Indians who demonstrate financial need according to federal guidelines. Recipients must be enrolled at least half time in a regular degree` seeking program and maintaining satisfactory academic progress.

LOANS

Loans are available through federal and state programs as well as through private donors.

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half` time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half` time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of $40 per month or $120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low` interest loans made by lenders such as banks, credit unions or savings and loan associations and insured by state guaranty agencies. Loan limits are based on need and grade level.

Non` Subsidized: These loans are not based on need. Interest accrues to the borrower beginning on the date of disbursement by the lender. The borrower is responsible for the interest during in` school and deferment periods.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as $2500 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Student Loan Funds Provided by Donors

A student with special financial needs may approach the Financial Aid office for information about loan services provided by donors to the university. The Office of Advancement has additional information about the donors of these loans and their honorees.

EMPLOYMENT AND VETERANS' BENEFITS

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self` Help Program and the Federal Work` Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

VETERANS' BENEFITS

Vocational Rehabilitation

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston` Salem, N.C. or the Financial Aid Office, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 21E` 1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to $1000 per year tuition assistance. The Tuition Assistance program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to:

NORTH CAROLINA ARMY NATIONAL GUARD,
Educational Opportunities, Att: AGRR
4105 Reedy Creek Road
Raleigh, NC 27607

Veteran Dependents

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service` connected disability; who became permanently and totally disabled as a result of a service` connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements as early as possible.

STUDENT AFFAIRS AND STUDENT SERVICES

ROOM AND BOARD
STUDENT SERVICES AND POLICIES
STUDENT ACTIVITIES AND ORGANIZATIONS

The Office for Student Affairs is responsible for the management and coordination of all co-curricular activities, non-academic support programs and student life policies. It also retains budgetary approval over fees which support student activities.

Housing, Career Services, Counseling and Testing, Financial Aid, Health Services, Student Activities/Chavis University Center, Intramurals, the Givens Performing Arts Center, and Freshman Orientation all report to the Vice Chancellor for Student Affairs, whose office is located in Suite 242 on the second floor of Lumbee Hall.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well-being. Through the services and activities affiliated with campus life, the students at The University of North Carolina at Pembroke may acquire experience in individual and group leadership and personal development to supplement and enrich the academic component of their education.

ROOM AND BOARD

STUDENT HOUSING

An application for on-campus housing can be obtained from the Housing Office, UNC Pembroke, P.O. Box 1510, Pembroke, N.C. 28372-1510. Room assignments are made in July preceding the fall semester and in December preceding the spring semester.

At UNCP, housing is an integral part of the educational program. Residence halls are considered to be more than merely places to sleep; they are "home" for a few years for many students. The University's aim is to provide residence halls that offer an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as Resident Advisors. RAs have many duties; however, one of their primary duties is to extend the services of the Counseling and Testing Center into each room.

Residence halls are located within walking distance of all campus facilities including classrooms, library, cafeteria, snack bar, student center, bookstore, post office, and recreational

facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

In order to reserve a room on campus, an application for housing and a $75 housing deposit should be mailed to: Housing Office, UNC Pembroke, P.O. Box 1510, Pembroke, N.C. 28372-1510. The deposit protects the room reservation until the student either graduates or terminates his/her stay on campus and is refundable provided the procedures listed on the application for campus housing are followed. Neither returning students nor new students will be guaranteed a specific roommate, a specific room, or a specific residence hall assignment.

SUMMER HOUSING

Room and Board are available during both terms of the Summer Session. A $75 deposit is necessary to secure a room.

Use of Air Conditioners in Residence Halls

Personal air conditioners are permitted in the residence halls, excluding the new co-ed hall, subject to the following conditions:

1. The Housing Office will be notified of the student's desire to have an air conditioner installed. Approval will be granted on a first-come, first-served basis, subject to the electrical capacity of the residence hall suite or floor.
2. An advance payment of $50 for each regular semester is required for installation and utilities.
3. A maximum of 6,000 BTU's and 110V will be permitted.
4. Installation must be provided by University maintenance personnel upon notification by the Housing Office. Removal of units from windows will also be done by maintenance personnel.
5. The University will not be liable for damage or theft.
6. A $25 penalty will be assigned in addition to the $50 AC fee for any air conditioner installed in the residence halls that has not been approved by the Housing Office.

MARRIOTT FOOD SERVICE

Customer meal plans are not transferable under any circumstances, and each student must present his/her UNCP Braves One Card each time of entry into the cafeteria. No one but the owner can use the Braves One Card.

Braves One Cards are made in the UNCP Media Services Office, located on the first floor (side entrance) of Old Main. Meal blocks for Braves One Cards must be paid for in advance to their issuance. Payment will be made to the University Cashier. Students who lose their Braves One Card must pay a $20 replacement fee for reissuance of cards.

Munch Money may be added to the Braves One Card at the University Cashier's Office. The Braves One Card may then be used for Debit Card purchases in Bert's Diner or in the cafeteria.

All meal plans are valid seven days a week, except summer session.

STUDENT SERVICES AND POLICIES

UNIVERSITY COUNSELING AND TESTING SERVICES

Counseling services are provided for UNCP students without cost. A variety of assessment instruments are used to explore personality type and patterns of behavior. Students who are experiencing personal difficulties are encouraged to utilize these services.

The Counseling and Testing Center, telephone # 910-521-6202, is located on the second floor, room 243, of the Chavis University Center. The Center is staffed by two professional counselors. Counseling is typically done by appointment, but emergency situations are addressed immediately. Counseling relationships are confidential unless harm to self or others is indicated.

STUDENT HEALTH SERVICES

The Student Health Services Center is staffed Sunday 5 p.m. - Friday 4 p.m. The director and staff provide counseling, diagnoses, and treatment for all registered students. A physician or nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. Students should be aware that student health fees do not cover off-campus treatment. A current, validated, student ID card is required for all visits. Students are required to have health insurance that is available through the school.

MEDICAL HISTORY AND IMMUNIZATIONS

N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of enrollment will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history form, which includes the required immunization documentation, should be returned as part of the admission requirement prior to enrolling. This form must be completed by the student and on file with Student Health Services before registration. This requirement applies to all students enrolled for nine (9) or more semester hours. All students enrolled in one (1) to eight (8) semester hours are required to complete a medical history form and immunizations as indicated on the immunization form. The director and nurse on duty are available to assist students in completing the necessary immunizations.

CAREER SERVICES CENTER

The Career Services Center, located on the second floor of the Chavis University Center, exists to assist students and alumni with career planning. This office maintains a library of resources related to careers, employers, salary trends, the job market, graduate and professional schools, part-time and full-time employment opportunities, internships and co-ops. Workshops are held for students seeking assistance in improving their job-seeking skills and the on-campus recruiting program is active during the fall and spring semesters. The Career Center sponsors the following events annually: the Volunteer Fair, Graduate Professional Schools Day, the Career Fair, the Teacher Education Fair, and the CSC Senior Orientation.

All seniors are urged to register with the Career Services Center and to complete a credential file, regardless of whether they have an immediate need for the service. The student's credential file may include an unofficial copy of the transcript, personal data card, three letters of reference from professors/employers, and two copies of a résumé. A copy of the student's credential file is sent to

the employer by the Career Services Center upon the student's request. (First three packets are sent free of charge; additional copies are three dollars per packet).

Students whose records are in the active file are recommended to prospective employers and notified of specific job opportunities which meet each candidate's geographic and career field preferences and for which the candidate is qualified to apply.

Credential services are available to students/alumni as follows: Active registrant's credentials are kept in the active file for three years at which time the file must be updated. If the file is not updated, it will become inactive. Inactive files are kept for a period of five years. Credential files are destroyed after five years of inactive status. Alumni may opt to reapply for the services offered by the Career Services Center at any time.

The Director is available for individual career counseling sessions.

INTERNATIONAL PROGRAMS

The Office of International Programs is established to promote the internationalization of the campus by coordinating study abroad and exchange programs, by serving as a resource for international students on campus, and by promoting opportunities that will encourage a greater global awareness in the campus community. For more information, contact Beth Carmical, director of International Program, in the Office of the Chancellor.

DISCIPLINE

The University of North Carolina at Pembroke is an institution for the education of men and women who expect to take their places as responsible, trustworthy citizens of their country. It takes for granted that students will not be guilty of improper conduct.

The aim of all discipline is two-fold: first, to develop self-control in the individual; and second, to protect the welfare of society. Students who cannot or will not comply with the few and simple rules governing the student body are subject to dismissal. The institution reserves the right to decline to register students whose past record is such as to indicate moral, scholastic, or general conduct unfitness. In addition to any costs for repair or replacement, penalties for vandalism will include a $25 fine, social or residence life probation, or suspension from the University.

All students are expected to observe the rules and live by the general codes of conduct as stated above and enumerated in the *Student Handbook*. Students living on campus are expected to observe special rules applicable to resident students.

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE DRUG POLICY

I. Introduction

The University is dedicated to providing a work, study, and recreational environment that does not include illegal drugs, abuse of prescription medications, or excessive use of alcohol. All students, staff, faculty, and guests are viewed by the University as individually responsible and legally accountable for their actions. The illegal possession, sale or use of drugs, including alcohol, adversely affects the academic community. Toward that end, the University notifies in writing the parents of students under the age of 21 of such offenses.

The University has developed drug education, prevention, and intervention programs; members of the University community are encouraged to become familiar with the programs and are invited to take advantage of the services provided.

II. Alcohol/Drug Education Programs

A. Alcohol Drug Abuse Prevention Team (ADAPT)

ADAPT was initiated in 1988 to provide all members of the University community with coordinated drug-related education, prevention, and intervention services. The term "drugs" includes both legal drugs (i.e., alcohol, prescription medications, over-the-counter medications, nicotine, caffeine, etc.) and illegal drugs as covered by the

Controlled Substance Act (N.C.G.S. 90-88 et. seq.). ADAPT defines its mission as prevention, intervention, and education concerning the use and/or abuse of alcohol and other drugs.

A staff member of the Counseling and Testing Center serves as chairman of ADAPT. The team represents a cross-section of the University and local community. The chairman prepares an annual report for the Chancellor.

ADAPT activities encourage individuals to:

- Value and maintain sound health.
- Respect state/federal laws and University regulations.
- Recognize and resist pressure to use drugs.
- Promote drug-free activities.
- Promote the use of rehabilitation resources.

B. Educational Activities and Counseling Services

1. **Division of Student Affairs** provides the following.
   a. Annual written notification to all enrolled students of the consequences of drug use and/or abuse.
   b. Administration of an annual, anonymous, freshman *wellness* survey.
   c. Educational programs in a variety of formats.
   d. A multimedia library on drug-related topics.
   e. Alternative programming promoting drug-free fun.
   f. *Living/Learning* programs in the residence halls.
   g. Observance of *National Collegiate Alcohol Awareness Week.*
   h. Peer-educators to encourage informed choices concerning alcohol consumption and to discourage the use of illegal drugs.
   i. Twelve-step meeting schedules, e.g., AA, NA, etc.
   j. Referral information for students and employees.
   k. Drug assessment and/or counseling for students and employees.
   l. Support groups and drug awareness workshops.
   m. Drug education for student violators of this Drug Policy.
2. **Division of Academic Affairs** provides the following.
   a. Alcohol/drug modules in all Freshman Seminar classes.
   b. Academic credit courses in drug abuse prevention and chemical dependency.
   c. Academic credit courses in wellness and fitness.
   d. A *Wellness Committee* to promote healthy choices.
3. **Division of Business Affairs** provides the following.
   a. An Employee Assistance Program (EAP) which includes consultation, assessment, and referral.
   b. Annual written notification of all employees of this Drug Policy, the consequences of drug use/abuse, and available resources, including EAP, for counseling and rehabilitation.

I. Institutional Policy on Drugs

The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment or the termination of student status. The University may impose sanctions if it is proven by a *preponderance of evidence* that a violation has occurred. Employees and students are subject to federal, state, and local laws as well as University rules and regulations. Members of the University community are not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. The following are the minimum penalties that shall be imposed for particular offenses.

A. Abuse of Prescription and/or Over-the-counter Medications

The abuse of legal medications can lead to serious health complications for the user. Abuse of some medications can also lead the individual to exhibit behavior which is

dangerous to self and others. The University strongly supports efforts of individuals to change maladaptive behavior and offers services through both the Counseling & Testing Center and the Student Health Services. Continued abuse and disruptive behavior may result in disciplinary action.

B. Alcohol Possession and/or Consumption Regulations

1. Programs exist on campus to assist persons of legal age in making informed choices concerning alcohol.
2. Students of legal age are permitted to possess and consume beer, unfortified wine, fortified wine, spirituous liquor, and mixed beverages only within the confines of their residence hall rooms.
3. A student, age 21 or older, is permitted to carry in and consume beer (limit 72 oz.), unfortified wine (limit 25-30 oz.), or wine coolers (limit 60 oz. with 17% or less alcohol content) at the annual semi-formal Homecoming Dance. The sharing of alcoholic beverages during the dance is not permitted. Violators will be dismissed from the Homecoming Dance and will be subject to disciplinary action. Spirituous liquor and fortified wine (more than 17% alcohol, e.g., sherry, brandy) are prohibited at the Homecoming Dance. Individuals may be prohibited from bringing in alcohol if it appears that they have consumed alcoholic beverages prior to the dance.
4. Student possession and/or consumption of any alcoholic beverage is prohibited at any location except as indicated in Section III, Subsection B, 2 and 3 of this Drug Policy.
5. Alcoholic beverages may be used only as a complement to an event, not as a main focus. Event sponsors must provide a proportionate amount of non-alcoholic beverages.
6. Student fees cannot be used to purchase alcohol.
7. Kegs are not permitted on campus. Kegs brought onto campus will be seized as contraband by the Campus Police and the contents destroyed. Kegs may be retrieved with proof of ownership when the student is prepared to remove them from campus. The Chancellor of The University of North Carolina at Pembroke reserves the right to approve the use of alcoholic beverages (including kegs of beer) at special functions, provided appropriate permits are obtained from the North Carolina Alcoholic Beverage Control Commission.
8. For offenses involving the illegal possession, consumption or excessive use of alcohol requiring the involvement of Campus Police and the Office of Student Affairs, the minimum penalty shall be an official reprimand. In addition, all first-time offenders of the alcohol policy will be assessed an administrative fine of $50, payable to the University Cashier. Sanctions shall be determined on a case-by-case basis and shall include mandatory participation in a drug education and/or counseling program. Failure to comply with the terms of sanctions imposed and/or the drug education required may result in suspension from the University.
9. Repeat offenders will be assessed an administrative fine of $100, and progressively more severe sanctions will be imposed. Habitual offenders risk being suspended from the University.
10. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes, or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment.
11. Guests in violation of this Drug Policy may be required to leave campus. Students who have guests on campus are responsible for their guests at all times and will be held accountable for their guest's actions.

C. Illegal Possession of Drugs and/or Paraphernalia

1. For a first offense involving the illegal possession or use of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
2. For a first offense involving the illegal possession or use of any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis and mandatory participation in a drug education/ counseling program. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. A person on probation must agree to participation in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate.

   For a student's first offense of simple possession or use of marijuana and/or possession of drug paraphernalia, there will be an administrative fine of $100, payable to the University Cashier. This does not preclude criminal action from being initiated in the local courts.
3. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes, or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment.
4. For second or other subsequent offenses involving controlled substances, the minimum penalty shall be suspension for a period to be determined on a case-by-case basis; more severe penalties may be imposed, including expulsion of students and discharge of employees. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of multiple negative drug tests over a period of time.
5. Section 483 of the Federal Higher Education Amendments of 1998 states: "A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance SHALL NOT BE ELIGIBLE TO RECEIVE ANY GRANT, LOAN, OR WORK ASSISTANCE under this title during the period beginning on the date of such conviction" and lasting for one year, two years, or indefinitely, depending on the offense.

D. Trafficking in Illegal Drugs

1. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) any student shall be expelled and any employee shall be discharged.
2. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any employee shall be discharged.

E. Suspension Pending Final Disposition

A student, faculty member, administrator, or other employee charged with a Drug Policy violation may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or his designee concludes that the person's continued presence would constitute a clear and immediate danger to the health or welfare of other members of the University community. When a suspension is imposed, an appropriate hearing of the charges against the person suspended shall be held as promptly as possible.

F. Penalties

Students, faculty, and staff are subject to all local, state, and federal laws relating to drug abuse. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502 D(3) and Section 603 of the University Code; by the Board of Governors policies applicable to other employees exempt from the State Personnel Act; and by regulations of the State Personnel Commission. Faculty should refer to Section 3-4, "Due Process Before Discharge or The Imposition of Serious Sanctions" and Appendix H in the *Faculty Handbook*. Students should refer to the "Student Government Association Constitution" in the *Student Handbook*, Article IV, "The University Hearing and Appeal System." State Personnel Act employees should refer to the *NC Personnel Manual* (located in Human Resources office), Section 9, "Disciplinary Action, Suspension and Dismissal."

IV. Annual Report

The Chancellor will submit an annual report to the Board of Trustees and the President of The University of North Carolina.

V. Health Risks of Psychoactive Drugs

All psychoactive drugs (including alcohol) can produce negative health risks associated with long-term chronic use. Some of the related health risks are listed below.

Alcohol: (medically classified as a depressant) Central nervous system depression, impaired judgment, liver damage, malnutrition, pancreatitis, lowered immunities, and severe birth defects in babies whose mothers used alcohol during pregnancy. Overdose may result in a coma and death.

Marijuana: Increased heart rate, lowered body temperature, impaired coordination, appetite stimulation, weakened immune system, increased risk of throat/lung cancer, and speech/memory/learning distortions. Long-term use may result in short-term memory loss, amotivational syndrome, and reproductive system abnormalities.

Narcotics: (e.g., codeine, heroin, morphine) Shallow breathing, reduced sex drive, apathy, anxiety, mood swings, nausea, and respiratory depression. Overdose may induce a coma, convulsions, respiratory arrest or death.

Stimulants: (amphetamines) Anxiety, agitation, malnutrition, irregular heartbeat, chronic sleeplessness, and amphetamine psychosis.

Cocaine: Anxiety, insomnia, paranoia, perforation of the nasal septum, seizures, and cardiac arrest.

Inhalants: Nausea, headaches, and perceptual distortions. Permanent damage to bone marrow, lungs, liver and kidneys and a risk of lung or cardiac arrest with initial or repeated use.

Hallucinogens: (e.g., LSD, PCP, and hallucinogenic mushrooms) Visual distortions, increased heart rate and blood pressure, psychotic episodes, panic disorders, and flashbacks.

Depressants: (e.g., Librium, Xanax, Valium) Central nervous system depression, staggering gait, visual disturbances, lethargy, dizziness, and nausea.

Rohypnol: (flunitrazepam, commonly called the *date rape* drug) Drowsiness, impaired motor skills, and inability to recall events. Combined with alcohol or other drugs may lead to respiratory depression, aspiration, and death.

PARKING AND VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on campus by students, faculty, or staff must be registered with the Cashier's Office and must display a valid parking permit. Fees are established annually and appropriate notification is provided.

All students, faculty, and staff members are subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when registering a vehicle. These regulations are strictly enforced by the campus police. Fines must be paid before any records will be released from the University. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on campus. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at The University of North Carolina at Pembroke. The University reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.

All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within fifteen (15) days. Information regarding the Traffic Appeal Board is contained in the *Traffic Rules and Regulations Handbook.*

STUDENT ACTIVITIES AND ORGANIZATIONS

The Student Activities/Chavis University Center is a major component of the Division of Student Affairs serving the university community. The mission of the Student Activities Office is to complement the University's academic curriculum and to enhance the overall educational experiences of students through the development of leadership opportunities, orientation programs and exposure to social, cultural, recreational and governance programs. Through providing a wide range of co-curricular opportunities the department supports the University in its mission to enrich educational experiences of students.

In Student Activities, we recognize the growing need for student leadership training beyond the normal classroom curriculum. As a result of this concern, we have developed the Leadership and Personal Development Series (LPDS). The LPDS is a non-credit program offered by the Student Activities Office, which provides an opportunity for students to strengthen their leadership skills in specific areas. The LPDS will encourage all UNCP students to recognize their own leadership potential and take the initiative to develop it.

The Chavis University Center serves as the hub of campus activities. Located in the center of campus, the Chavis University Center houses offices for Student Activities, Student Government Association, Career Services Center, Counseling and Testing Center, a commuter lounge, Information Booth/Student Supply Store, one darkroom for the school yearbook staff, cafeteria, Bert's Restaurant, game room, student lounges, three conference rooms, a meditation room, and the campus post office boxes.

STUDENT GOVERNMENT

Student Government

The purpose of the Student Government Association (SGA) is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty. All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization.

Student Senate

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The Senate is empowered to schedule the time and place of its meetings, provided that there are regular meetings at least once every two weeks. Composition of the Senate is one representative for every 150 students, based upon the previous September enrollment. The President of the Senate is the Vice-President of the Student Government Association.

Campus Activities Board

The Campus Activities Board (CAB) is the student programming organization on campus and receives its funding through the Student Government Association. The CAB Chair is appointed by the SGA President. CAB works cooperatively with the Office of Student Activities to provide entertainment, activities and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Premiere Week and Spring Fling.

ATHLETICS

Athletics

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Seven men's sports and six women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, golf, soccer, track, and wrestling while women's sports include basketball, softball, volleyball, cross country, track and tennis.

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the University and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "education as a lifelong experience," an experience which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

Student-athletes are expected to strive toward becoming effective, contributing members of society, to be positive role models both on campus and in the university community, and to carry out their academic responsibilities as they follow a normal progression toward meeting requirements for a degree.

The Peach Belt Athletic Conference begins its sixth full year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conduct championships in twelve sports. As a conference, the Peach Belt has been very successful at the national level with seven National Championships. UNC Pembroke has been very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the University's programs have seen success at the conference level and have advanced to compete at the national level.

Athletic grants-in-aid, as established by the NCAA, are offered in all of UNCP's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

Intramurals

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff. The University of North Carolina at Pembroke student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

CULTURAL PROGRAMS AND SPECIAL EVENTS

Cultural Programs

There are many opportunities for cultural enrichment at The University of North Carolina at Pembroke. The Givens Performing Arts Center presents a series of 14-20 professional touring groups each year ranging from big-name entertainers to current Broadway musicals. The University Theatre produces three main-stage plays each year plus numerous studio theater productions in the Givens Performing Arts Center. In addition to providing recitals and concerts by faculty, students, and a variety of instrumental and vocal ensembles, the Department of Music sponsors the Moore Hall Recital Series which presents guest artists of both regional and national renown in performance and workshop. Also, student, faculty and community art shows are displayed in Locklear Hall, the Chavis University Center, and the Givens Performing Arts Center.

Miss UNCP and Mr. and Miss Homecoming

The Miss UNCP Scholarship Pageant is held annually on campus during the fall semester. Miss UNCP is an active ambassador and role model for the University. She makes appearances at various functions to promote UNCP. Scholarship monies are awarded to the winners each year.

Mr. and Miss Homecoming are selected during Homecoming week and are crowned at the homecoming basketball game. They are selected by popular vote of the student body during the spring semester each year.

CLUBS AND ORGANIZATIONS

The UNCP community encourages participation in a variety of campus clubs and organizations. Most departments have clubs for their majors. Other clubs encourage contact among diverse students, including the Native American Student Organization, the African American Student Organization and the International Student Organization.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of the Alpha Chi National Honor Society and of the following national honor societies: Alphi Phi Sigma (criminal justice), Alpha Psi Omega (drama), Phi Alpha (social work), Phi Alpha Theta (history), Psi Chi (psychology), and Sigma Tau Delta (English).

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the University, which complement the academic programs. Co-curricular activities include APPLE Corps (peer leadership), University Marshals, Student Ambassadors, University Band, Pep Band, Chamber Singers, Concert Choir, Jazz Choir, Jazz Ensemble, Gospel Choir, WNCP-Television, *The Indianhead* yearbook), *The Pine Needle* (student newspaper), University Theatre, and cheerleaders.

Religious Organizations

UNC Pembroke religious organizations provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

Fraternities and Sororities

UNC Pembroke has chapters of several national fraternities and sororities. Inter-Fraternity Council organizations are Alpha Omega Upsilon, Phi Kappa Tau, Pi Lambda Upsilon, Tau Kappa Epsilon, and Theta Xi. Representing the National Pan-Hellenic Council are the sororities Alpha Kappa Alpha, Delta Sigma Theta, and Zeta Phi Beta and the fraternities Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma. Panhellenic Council sororities include Sigma Sigma Sigma, Theta Kappa, and Zeta Tau Alpha. Hok Nosai Council includes Alpha Pi Omega sorority and Phi Sigma Nu fraternity. Pantheion Council is represented by Gamma Phi Omicron sorority. The Inter-Greek Advisory Board is the governing body of all Greek-letter organizations on the UNCP campus. The Inter-Greek Advisory Board's primary goal is to promote Greek life and its well-being.

Who's Who Among Students in American Universities and Colleges

Students selected for inclusion in this publication are chosen by a joint faculty- student committee and are judged on their total contributions to the University rather than their academic achievements alone.

COLLEGE OF ARTS AND SCIENCES

Dean: Bruce Speck

The College of Arts and Sciences is composed of 13 academic departments offering a variety of programs leading to bachelor degrees, including the Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Social work, and master degrees, including Master of Arts in Service Agency Counseling, Master of Science in Science Education, Master of Science in Art Education, and Master of Science in Social Studies Education. The Master of Science in Public Management offers concentrations in health care administration and in criminal justice administration. Students interested in any of these programs should consult the latest edition of the Catalog to obtain information about academic requirements for a specific degree program.

DEPARTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

American Indian Studies
Linda E. Oxendine, Chair

Art
Paul G. VanZandt, Chair

Biology
Bonnie A. Kelley, Chair

Chemistry and Physics
Jose J. D'Arruda, Chair

English, Theatre, and Languages
Thomas J. Leach, Chair

History
Robert W. Brown, Chair

Mathematics
Gilbert L. Sampson, Chair

Music
George R. Walter, Chair

Philosophy and Religion
Ray K. Sutherland, Chair

Political Science and Public Administration
Robert O. Schneider, Chair

Psychology and Counseling
Elizabeth B. Denny, Chair

Sociology, Social Work, and Criminal Justice
Richard R.E. Kania, Chair

AMERICAN INDIAN STUDIES

Chair: Linda Oxendine

John R. Bowman
Manuel Conley
David K. Eliades
Stanley Knick
Robert W. Reising
Ralph L. Steeds

The University of North Carolina at Pembroke was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body.

Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

BACHELOR OF ARTS IN AMERICAN INDIAN STUDIES

Requirements for a Bachelor of Arts Degree in American Indian Studies	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements	36
AIS 210 (or HST 210), 213 (or REL 213), 220 (or ENG 220), 360, 395, 405, 427 (or ART 427); Six hours from the following: AIS 302, 324, 340, 325, 401, 402, 425, 450, 455, 460 AIS electives (9 hours)	
Electives	39
	Total: 120

ACADEMIC CONCENTRATION

Academic Concentration in American Indian Studies

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of American Indian Studies offers an Academic Concentration of 24 hours. Please see the Department Chairperson for details about this concentration. This Academic Concentration is available to other students, regardless of major.

MINOR

Requirements for a Minor in American Indian Studies

AIS 210 (or HST 210) and 18 additional semester hours of AIS courses or their cross-listed equivalents. 21

COURSES (AIS)

DEPARTMENTAL

AIS 201. American Indian Cultures

An introductory survey of American Indian cultural traditions through the study of film, art, oral and written literature, music, and religion. Fall. Credit, 3 semester hours.

AIS 239. American Indian Education

A study of the history of Indian education policy and practice in the United States focusing on

traditional tribal methods as well as contemporary federal, state, and tribal programs. As announced. Credit, 3 semester hours.

AIS 302. Workshop in American Indian Studies
A workshop designed especially for elementary and secondary school teachers. Special emphasis will be given to aspects of Indian history, textbooks, and their treatment of the American Indian and contemporary Indian problems. Consideration will also be given to American Indian writers, to Indian culture and to the changing lifestyle of the people. Topics of special interest will be discussed. General procedure will be determined by the interest and enthusiasm of the groups. As announced. Credit, 3 semester hours.

AIS 340 American Indians and Film
This course will study a number of films which either focus on or incorporate the American Indian into their stories. Emphasis will be placed on analyzing the image portrayed and the historical perspective presented. As announced. Credit, 3 semester hours.

AIS 360. History and Culture of the Lumbee
A study of the history and culture of the Lumbee Indians, the largest tribal group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people as well as artistic and literary accomplishments. Spring. Credit, 3 semester hours.

AIS 395. Archaeology in North Carolina
This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian prehistory; theoretical and practical issues which face the archaeologist; etc. Weather permitting, some field excursions will be included. Alternate Fall. Credit, 3 semester hours.

AIS 404. Field Methods in Archaeology
In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping. As announced. Credit, 3 semester hrs.

AIS 405 Contemporary Issues of American Indians
This seminar-style course examines the principal issues of concern to American Indians in the twentieth century. Both national and local in scope, topics include: politics; economics; treaty relationships with federal and state governments; education; alcohol and substance abuse; the environment; cultural identity and survival; relation with non-Indians; religious freedom; land and water rights; tribal sovereignty; and other contemporary issues as they arise. Alternate Fall. Credit, 3 semester hours.

AIS 425. American Indian Women
This course will examine some of the historical, anthropological, sociological and literary writings by and/or about American Indian women. As announced. Credit, 3 semester hours.

AIS 455. American Indian Historical Sites
The Historical Sites Study will stress American Indian culture and will include visits to museums, reservations, and historic sites. As announced. Credit, 1-4 semester hours.

AIS 460. American Indian Health
This course examines nutritional, cultural, demographic, and socio-economic aspects of health of American Indians from prehistoric times into the present; these will be evaluated with a view to

lessons for modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. Alternate Spring. Credit, 3 semester hours. PREREQ: Junior standing or permission of the instructor.

AIS 499. Independent Study in American Indian Studies
Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Consent of Instructor.

ANTHROPOLOGY
AIS 105. Introduction to Cultural Anthropology (SOC 105) A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

ART
AIS 427. North American Indian Art History (ART 427) A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

LITERATURE
AIS 220. American Indian Literature (ENG 220) An introduction to American Indian literature. Texts written, collected, or edited by American Indians will be used whenever possible. Spring. Credit, 3 semester hrs.

AIS 450. Seminar in Native American Literature (ENG 450)
A study of selected American Indian literature topics. As announced. Credit, 3 semester hours .

HISTORY
AIS 210. History of the American Indian (HST 210) A survey of North American Indian history from arrival in the Western Hemisphere to the present with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

AIS 324. Indians of Latin American (HST 385) A study of the history, culture, and contemporary achievement of the Indians residing south of the Rio Grande. As announced. Credit, 3 semester hours.

AIS 325. Indians of the Southeast A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. As announced. Credit, 3 semester hours.

AIS 401. Special Topics in American Indian Studies Investigations into selected topics in American Indian studies through the reading of significant books, discussions, and supplementary reports. As announced. Credit, 1-3 semester hours. PREREQ: Permission of the instructor.

AIS 402. Federal Policy and the American Indian A study of federal Indian policy from the Colonial period to the present. As announced. Credit, 3 semester hours. PREREQ: Permission of the instructor.

RELIGION
AIS 213. American Indian Religious Traditions (REL 213) This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

ART

Chair: Paul Van Zandt

John Labadie
Ann Klesener-Lopez*
Ralph Steeds

*Art Education Coordinator

Art Department Mission Statement

The mission of the Art Department is two fold: Contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community, and strives to provide a learning environment which nurtures not only the artistic spirit but the spirit and professionalism of the prospective art teacher as well. The studio-oriented program leads to study at the graduate level or professional employment. The art education program leads to teacher licensure in grades K-12. The department strives to provide the faculty with the opportunities, resources, and rewards to achieve excellence in their respective disciplines.

Before graduating from either program, a senior is required to present an acceptable exhibition of his or her work from his or her area of concentration.

BACHELOR OF ARTS IN ART

Requirements for a Bachelor of Arts Degree**	**Sem. hours:**
Freshman Seminar	1
General Education Requirements	44
Major Requirements	
Twenty -seven semester hours of lower level art studios: 101,105,109,111,132,133,140, 230, 250	27
Art Studio Concentration	
ART 102, 232	6
Advanced Art History	9
Advanced Studio Concentration:	9
Painting, Ceramics, Printmaking, Sculpture or Computer Graphics	
Secondary Interest: Painting, Ceramics, Printmaking, Sculpture, Drawing, or Computer Graphics	6
Electives	18
	Total: 120

Students who plan to major in Art should consult the Department Chair prior to registering for General Education Courses.

***Entry into the BA Art Studio Program is by portfolio review. A student may also enter the program on a conditional basis. When that student has successfully completed 9 semester hours of introductory studio art courses, he/she may be considered for acceptance into the art program as a Major in Studio Art.*

ART: ART EDUCATION LICENSURE

Requirements for a Bachelor of Arts Degree with Licensure for Teaching at the K-12 Level (see Teacher Education Program).

	Sem. Hours
Freshman Seminar	1
General Education	44
Major Requirements:	
Lower Level Art Studios: ART 101, 105, 109, 111, 132, 133, 140, 230, 250	27
Art Education Concentration	
Advanced Art History	6
Advanced Studio Concentration: Painting, Ceramics, Printmaking, or Sculpture	6
ART 305,306,308,400, EDN 227(302),310,350,419,430,449	34
Electives	6
	Total: 124

Students who plan to major in Art should consult the Department Chair prior to registering for General Education Courses.

ACADEMIC CONCENTRATION: Requirements for an Academic Concentration in Art

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Art Department offers an Academic Concentration of twenty seven hours. This Academic Concentration is available to other students, regardless of major.

Required twelve Semester Hour Core ART 101, 102, 132, 205	12
Art Concentration Electives. Choose five other courses from the following: ART 105, 107, 109, 111, 133, 140, 306, 400	15
	Total: 27

MINOR: **Requirements for a Minor in Art**

The Minor in Art is designed to offer a fundamental background in Art for the non-Art major. Eighteen semester hours are required.

Required core: ART 101, 105, 111, 132	12
Plus six hours Art Electives (taken after prerequisites if applicable.)	6
	Total: 18

COURSES (ART)

ART 101. Elements of Design
A study and application of design principles in creative two-dimensional projects in line, value, color and texture. Fall. Credit, 3 semester hours.

ART 102. Three-Dimensional Design
A study and application of design principles in creative three-dimensional projects in mass and space using various materials. Spring. Credit, 3 semester hours. PREREQ: ART 101.

ART 105. Introduction to Sculpture
A survey course aimed at studying the problems of mass and space in sculpture. Various materials and sculptural techniques will be explored. Fall, Spring. Credit, 3 semester hours.

ART 109. Figure Drawing
A course to introduce the student to the figure as an art form. Various techniques will be explored. Fall. Credit, 3 semester hours.

ART 111. Introduction to Ceramics
Introduction to basic forming and decorating methods of ceramics. The student will study mixture glazes from recipes. Basic firing procedures and ceramic aesthetics will be introduced. Fall, Spring. Credit, 3 semester hours.

ART 132. Introduction to Drawing
A course designed to acquaint the student with the basic principles of media and terminology of drawing. Fall, Spring. Credit, 3 semester hours.

ART 133. Introduction to Painting
An introduction to color, structure, and pictorial organization. Various techniques and group criticism will be implemented. Fall, Spring. Credit, 3 semester hours. PREREQ: Art 101, Art 132.

ART 140. Introduction to Printmaking
A course offering the basic techniques and procedures in printmaking. Studio projects include problems in intaglio, wood cuts, wood engravings, and the collograph. Fall, Spring. Credit, 3 semester hours. PREREQ: Art 101, ART 132.

ART 205. History and Appreciation of Art
A course designed to establish an understanding of art, to develop an appreciation for the relation between art and man, and to study art in a cultural environment. Fall, Spring. Credit, 3 sem. hrs.

ART 230. Computer Graphics
Computer graphics (CG), is an introduction to computing as it pertains to the visual arts and is required of all students majoring in Art at UNCP. As such, CG has been constructed as an overview of, and a structured opportunity for, basic study in computer graphics and digital imaging in the visual arts. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 101, 132.

ART 232. Intermediate Drawing
Intermediate study in drawing as complete art form. Further exploration of drawing techniques using drawing assignments and student developed conceptually focused projects which may include experimental approaches. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 132.

ART 250. Communication Design I
An introduction to applied lettering, layout, illustration, typography, and general graphic design. Spring. Credit, 3 semester hours. PREREQ: ART 101.

ART 251. Communication Design II
A study course involving procedures and technical applications in the graphic design field. Computer graphics is explored as a major information source. Fall. Credit, 3 semester hours. PREREQ: ART 250.

ART 300. Computer Graphics I
Computer graphics I (CGI), is an opportunity for intermediate level study in computer graphics in the UNCP Digital Studios. Generally, assignments emphasize traditional elements and principles of design, graphics, art history, and the development of students' personal projects interpreted through digital technologies. PREREQ: Art 230

ART 305. Art Education in Grades K-6
This course focuses on the creative abilities of the elementary school child. The course will explore the graphic abilities of the child, the philosophy of sequential learning, and various production techniques and processes appropriate for elementary school. In addition to creating and executing production lesson plans, students will learn to discuss exemplary works of art with the elementary student. Fall, Spring. Credit, 3 semester hours.

ART 306. Art Education in Grades 7-12
This course focuses on the creative abilities of students in grades 7 through 12. The course will explore various processes and techniques appropriate for upper level students, different styles of learning (including those of students with special needs), and techniques of classroom maintenance and management. Fall, Spring. Credit, 3 semester hours.

ART 308. Art Education Field Experience
This course provides the art education major with an early field experience teaching art in a variety of educational settings. The student will develop curricula, unit plans, and lesson plans that respond to the unique features of the learning environment. Fall, Spring. Credit, 3 semester hours. PREREQ:: ART 305, 306.

ART 315. Advanced Sculpture I
A study and application of three-dimensional principles and techniques used to formulate a creative expression. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 105.

ART 316. Advanced Sculpture II
Advanced study in sculpture devoted to developing skills, techniques, and exploration of new materials. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 315.

ART 320. Advanced Drawing
Advanced study in drawing as a complete art form. Special attention will be given to the further development of conceptual approaches and contemporary trends in drawing. The student will develop and explore personal self-generated project ideas in whatever drawing format that is considered appropriate for the project. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 232.

ART 330. Computer Graphics II
Computer graphics II (CGII), is an opportunity for in depth study in computer graphics and other issues related to digital imaging and art making. Assignments are relatively more difficult and emphasize the advanced uses of both hardware and software with a particular focus on computer-based imaging, and the production of mixed media works. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 300.

ART 331. Advanced Painting I
A course designed to broaden perceptive awareness in the areas of composition, space, and color theory. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 132, 133.

ART 332. Advanced Painting II
Continued development of painting skills with the emphasis on sustained media exploration. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 331.

ART 341. Advanced Ceramics I
A studio course in which wheel-thrown pottery is emphasized. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 111.

ART 342. Advanced Ceramics II
An advanced study of problems in the production of sets and formulation of original glazes. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 341.

ART 350. Advanced Printmaking I
Advanced study in the intaglio and relief printmaking processes and the introduction of screen printing techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 140.

ART 351. Advanced Printmaking II
Advanced study in intaglio, relief, or screen printing printmaking processes and the introduction of the lithographic printing processes and techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 350.

ART 360. Problems Seminar I*
Credit is obtained by successful fulfillment of a contractual agreement between the student, supervision faculty and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 361. Problems Seminar II*
A course designed to afford the talented student the opportunity to explore in depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 400. Art Education Curriculum
Through a study of the historical developments in the field of art education, the art education major will come to understand the current discipline based approach to curriculum development in the visual arts. A goal is the integration of the domains of art production, art history, aesthetics, and art criticism into sequential units and lessons, reflecting cultural diversity of the population being served. Spring. Credit, 3 semester hours. PREREQ: ART 305, 306, 308.

ART 407, 408. Art Supervision
Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing. Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. As announced. Credit, 3 sem. hrs.

ART 409. Advanced Printmaking III
Advanced study in the lithographic printing processes and further study in intaglio, relief, and screen printing processes and techniques. Fall, Spring. Credit, 3 sem. hrs. PREREQ: ART 351.

ART 410. Advanced Printmaking IV
Advanced study in any of the four basic printmaking processes with special focus on experimental and multi-media printmaking processes and techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 409.

ART 415. Advanced Sculpture III
Advanced study devoted to developing advanced aesthetics and independent motivation in sculpture. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 316.

ART 416. Advanced Sculpture IV
A course in sculpture devoted to developing the student's creative expression in sculpture according to his or her own talents and experiences. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 415.

ART 421. Ancient and Medieval Art History
A survey of architecture, sculpture, painting and other arts from prehistoric times to the Italian Renaissance. Alternate Fall or Spring. Credit, 3 semester hours.

ART 422. Renaissance Art
A survey of the art of Northern Europe and Italy during the fifteenth and sixteenth centuries. Alternate Fall or Spring. Credit, 3 semester hours.

ART 423. Modern Art History
A study of the artists and art schools that evolved in Europe during the 19th century. Alternate Fall or Spring. Credit, 3 semester hours.

ART 424. Contemporary Art History
A study of the artists, theories, and art schools that evolved in Europe in the 20th century. Alternate Fall or Spring. Credit, 3 semester hours.

ART 425. European Art History, 1600-1800
A survey of European painting, architecture, and sculpture including the Baroque, Rococo, Neo-classic, and Romantic periods. Alternate Fall, Spring. Credit, 3 semester hours.

ART 426. Art History of the United States
A study of U.S. painting, architecture, and sculpture from Colonial times to the present, with an emphasis on 20th century art. Alternate Spring or Fall. Credit, 3 semester hours.

ART 427. North American Indian Art History (AIS 427)
A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

Art 430. Computer Graphics III
Computer graphics III (CGIII), is an opportunity for more tightly focused, sophisticated inquiry into digital imaging and related domains of study. Projects are advanced and often highly individualized problems in various domains related to digital art making. Emphasis is placed on the development of portfolios of printed and digital images and students are encouraged to enter juried competitions. Fall, Spring. Credit 3 semester hours. PREREQ: ART 330

ART 435. Advanced Painting III
An exploration of the various manners and approaches to creative painting and their relationship to the individual's experience. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 332.

ART 436. Advanced Painting IV
A course for the student's personal development of individual expression in painting. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 435.

ART 441. Advanced Ceramics III
An advanced studio in which both wheel-thrown and hand-constructed ceramic forms are emphasized. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 342.

ART 442. Advanced Ceramics IV*
The assignment of creative ceramic problems in line with individual student interests and needs. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 441.

ART 460. Problems Seminar III*
Approval of Department Chair. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 461. Problems Seminar IV*
A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by a successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 499. Independent Study in Art
Prerequisites: Introductory course in chosen area and approval of Department Chair.
Directed reading, research, and problem solving in the student's major or secondary area of interest. This course is designed to fulfill individual and specific needs of art majors in their particular area of advanced study. Fall, Spring. Credit, 3 semester hours.

*Problems seminars allow further study after successful completion of at least three advanced courses of concentrated study.

GRADUATE COURSES
For information about courses leading to an M. A. ED.: ART EDUCATION, see the Graduate Programs section of this catalog.

BIOLOGY

Chair, Bonnie A. Kelley

Andrew N. Ash
Lisa Kelly
Sue Bowden*
Wm. Bruce Ezell, Jr.
Karen Jones
Marilu E. Santos
Harold D. Maxwell
Maria Pereira
Velinda Woriax
David D. Zeigler

**Biology Education Coordinator*

Adjunct Faculty for Medical Technology Program:
Moses Cone Memorial Hospital: Theresa W. O'Loughlin, Medical Technology Program Director; Mary Christine Steuterman, Medical Director
McLeod Regional Medical Center: Vicki T. Anderson, Medical Technology Program Director; Vera C. Hyman, Medical Director.

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers the following programs leading to the Bachelor of Science degree in Biology with indicated concentration or licensure. Students should consult the department head for details of each program.

Biology (with concentrations in Botany, Zoology, Molecular Biology, or Environmental Biology possible)
Biology with Teacher Licensure (approved by NSTA)
Biology -- Medical Technology Program
Biology -- Biomedical Emphasis
Biology -- M.A.R.C. Program

In addition, the department offers a curriculum leading to the B.S. degree in Science Education with Concentration in Biology. For requirements for the B.S. Degree Program in Science Education with a Major in Biology, see Special Programs section of this catalog.

BACHELOR OF SCIENCE IN BIOLOGY

CORE OF REQUIRED COURSES (for all degree programs in biology)	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44 *
Required Biology Courses: BIO 100, 100L, 101, 102, 304, 371, 472	24
Biology Concentration (see below): choose one	11-12
Botany Concentration; Zoology Concentration; Molecular Biology Concentration; Environmental Biology Concentration; or No Concentration (any biology course except those for non-majors)	
Chemistry Requirements: 130, 131, 110, 111	8
Mathematics Requirements: 107, 210 (in addition, MAT 215 is required for many programs, MAT 221 and 222 also satisfy Mathematics Requirement.)	6
Core Total	82-83*

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. *Additional requirements apply to specific programs.*

Biology Concentrations (choose one to meet Concentration Requirement in the Core)

Botany Concentration (11-12 sem hr) : Three of the following:
BIO 201, 231, 232, 305, 340, 354

Environmental Biology Concentration (11-12 sem hr): Three or four of the following:
BIO 210, 231, 301, 305, 308, 340, 410

Molecular Biology Concentration (11-12 sem hr) : Three of the following:
BIO 314, 315, 322, 323, 354, 461

Zoology Concentration (11-12 sem hr) : Three of these; with 1 or more from each area
Invertebrate Area: BIO 301, 310, 319; Vertebrate Area BIO 203, 205, 461

BIOLOGY

Requirements for a Bachelor of Science Degree in Biology

	Sem. Hrs.
Core of Required Courses (above), including General Education	82-83
MAT 215	4
Electives	33-34
	Total: 120

BIOLOGY: BIOLOGY EDUCATION LICENSURE

Requirements for a Bachelor of Science Degree with Teacher Licensure (see Teacher Education Program for Teacher Education Requirements). This program was approved by the National Science Teachers' Association.

Goals and Objectives for Biology-Teacher Licensure Program

* to develop a basic understanding of living systems: including levels of organization, physiology, genetics, interrelationships, and evolution
* to develop a basic understanding of the nature of science: including philosophy and methodology
* to develop a basic understanding of the interrelationships among the fields of science and between science and society
* to contribute to the personal development of each individual
* to develop an awareness of career opportunities in Biology
* to develop an understanding of the methods and curriculum of Biology and other sciences
* to develop communication skills and classroom management skills necessary for effective teaching
* to develop awareness of safety precautions specific to instruction in science

Requirements for a Bachelor of Science Degree with Teacher Licensure

	Sem. Hrs.
Freshman Seminar	1
General Education	44 (32)*
Required Biology Courses: BIO 100, 100L, 101, 102, 304, 371, 422, 472	27
Biology Electives	11-12
Other Science and Mathematics	
Chemistry: CHM 130, 110, 131, 111, 250	12
Mathematics: MAT 107, 210, CSC 405	9
Physics: PHS 150	3
Earth Science GLY 115	3
Professional Education Requirements	
EDN 227(302), 308, 350, 419, 430, 448	19
SCE 300, 301, 400	6
Electives	4-5
	Total: 128

*12 semester hours of Natural Sciences and Mathematics count toward General Education and the major.

BIOLOGY: MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology (see Health Professions Programs for a description of this program.)

	Sem. Hrs.
Core of Required Courses (above), except BIO 304 and BIO Electives	67
BIO 212, 315 (in lieu of BIO Electives)	8
CHM 250, 251	8
*CSC 100 and Electives	4
Clinical Work in Approved Hospital	30
	Total: 120

Fourth Year: Clinical Training is approved Program at McLeod Regional Medical Center at Moses Cone Memorial Hospital - 30 hours.

* Students electing to apply to McLeod Regional Medical Center must take Introduction to Computer Science and one additional elective hour. Students planning to apply to Moses Cone Memorial Hospital take four hours of electives.

BIOLOGY: BIOMEDICAL EMPHASIS

Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis

(see Health Professions Programs for a description of this program)	Sem. Hrs.
Core of Required Courses (above) (Except Bio Electives)	71
BIO 211, 212, 315, 461 (in lieu of Bio Electives)	16
CHM 226, 227, 250,251, 311, 312	20
PHY 150, 151, 206, 207	8
MAT 215	4
Electives	1
	Total: 120

BIOLOGY: M.A.R.C. TRAINING PROGRAM

Requirements for a Bachelor of Science Degree in Biology: M.A.R.C. Training Program in Biology

(see Health Professions Programs for a description of this program)	Sem. Hrs.
Core of Required Courses (Except MAT 210) & BIO (electives)	68
BIO 211, 212, 370, 461, 495 (4 hours), 499 (6 hours)	23
CHM 250,251, 226, 227, 311, 312	20
PHY 150, 151, 206, 207	8
MAT 221, 222	8
	Total: 127

ACADEMIC CONCENTRATION IN BIOLOGY

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Biology Department offers an Academic Concentration of 26 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Biology:

BIO 100, 101L, 102, 103, 210,
BIO 371 (or an **approved** upper level biology course with a laboratory
CHM 130, 110 **Total: 26**

COURSES (BIO)

BIO 100, Principles of Biology, is a prerequisite to all other Biology courses except BIO 210, Environmental Biology. BIO 101, General Botany, is a prerequisite for all other botany courses. BIO 102, General Zoology, is a prerequisite for all other zoology courses.

BIO 100. Principles of Biology
An introduction to modern and classical biology concepts. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 100L. Laboratory Investigations and Experiences in General Biology
Introductory laboratory experiments in which basic principles of biology will be investigated. Fall, Spring. Credit, 1 semester hour. PREREQ: Enrollment in or credit for Biology 100.

BIO 101. General Botany
Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. A prerequisite to all other courses in botany. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 102. General Zoology
Introductory coverage of the animal kingdom with emphasis on vertebrate systems, classification & survey of the animal phyla, and coverage of cellular respiration. Laboratory time will be spent on histology, anatomy, and a survey of phyla. A prerequisite to all other zoology courses. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 103. Basic Human Biology
An elementary study of the human body in health and disease. This course relates fundamental knowledge about human anatomy and physiology to current issues. Questions such as how do birth control pills work? and what causes cancer? will be explored. Not open to biology majors. Fall, Spring. Three lectures weekly. Credit, 3 semester hours. PREREQ: BIO 100 or permission of instructor.

BIO 201. Economic Botany
A study of the origin, distribution, propagation and use of the economically important plants. As Announced. Three lectures weekly. Credit, 3 semester hours.

BIO 203. Vertebrate Zoology
The biology of the major groups of vertebrate animals with emphasis on general structural and physiological plans and diversity. Spring of odd-numbered years. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 205. Animal Behavior (PSY 204)
A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Spring of odd-numbered years. Credit, 4 semester hours. PREREQ: BIO 100, 102.

BIO 210. Environmental Biology
A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the environment, and techniques and policies by which resources could be intelligently managed. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 211, 212. Human Anatomy and Physiology
A course covering the structure and function of the human body. Appropriate physiological exercises and dissections of a mammal are performed concurrently in the laboratory. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 231. Morphology of the Non-Vascular Plants
A comprehensive survey of the algae, fungi, and bryophytes dealing with structure, form, and reproduction. Spring of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 232. Morphology of the Vascular Plants
A continuation of Biology 231, a survey of the plant kingdom with emphasis on selected types of vascular plants. Spring of odd-numbered years. Three lectures and one two-hour laboratory weekly. Credit, 4 semester hours.

BIO 301. Entomology
An introduction to the study of insects which emphasizes the classification, morphology, physiology, ecology, behavior, and importance of insects. Approximately one week will be devoted to spiders. A small collection with identification is required. Three lectures and a two-hour laboratory weekly. As Announced. Credit, 4 semester hours.

BIO 304. Principles of Ecology
An analysis of the interactions of organisms with each other and the physical environment. Ecological process is examined at individual, community, and ecosystem levels. The basic kinds of ecosystems are surveyed. Three lectures and a three-hour laboratory weekly. Fall, Spring. Credit, 4 semester hours.

BIO 305. Introductory Mycology
An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Special emphasis will be given to those that are animal or plant pathogens. As Announced. Two lectures and a two-hour laboratory period weekly. Credit, 3 semester hours.

BIO 308. Field Biology
An introduction to the theory and practice of field biology, with emphasis placed on the study of higher plants and animals. Topics covered will include collection of data in the field, monitoring the physical environment, basic taxonomy, census techniques, physiological and population ecology, statistical analysis, and mathematical modeling. Fall of even-numbered years. Three lectures and one two-hour laboratory weekly. Credit, 4 semester hours.

BIO 310. Invertebrate Zoology
A survey of the major invertebrate phyla emphasizing classification, morphology, natural history, evolution, and behavior. At least one Saturday coastal field trip is required. Fall of odd-numbered years. Credit, 4 semester hours.

BIO 314. Special Topics in Biology
A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward licensure. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. As Announced. Credit, 1-4 semester hours.

BIO 315. Microbiology
The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to bacteria. Microbial diseases, immunity and the role of microorganisms in human affairs are also emphasized. Three lectures and a two-hour laboratory weekly. Fall, Spring. Credit, 4 semester hours.

BIO 319. Animal Parasitology
An introduction to the biology of parasites emphasizing classification, morphology, life history, pathology, treatment, ecology and evolution. Three lectures and a two-hour laboratory weekly. Spring of even-numbered years. Credit, 4 semester hours.

BIO 322. Biotechnology I
Biotechnology I is a laboratory-oriented course with a lecture and laboratory component. Its purpose is to familiarize students with the modern techniques of biotechnology to encourage their interest in graduate research and careers in this area. The course is open to Biology and Chemistry majors. Fall As Announced. Credit, 4 semester hours.

BIO 323. Biotechnology II
A laboratory-oriented course to familiarize students with more advanced techniques in molecular, developmental, and cell biology. The lecture portion of the course will cover concepts on which the techniques are based along with current and future applications. Students will gain experience with tissue and cell cultures along with various whole organism models. Three lectures and a two-hour lab weekly. Spring as announced. Credit, 4 semester hours.

BIO 340. Plant Systematics
An introduction to systematic botany and plant community ecology. The course emphasizes identification of the local flora as well as the recognition and characteristics of plant communities found in North Carolina. Spring of even-numbered years. Three lectures and a two hour lab weekly. Credit, 4 semester hours.

BIO 354. Plant Physiology
A study of the physiological activities in plants such as water relations, metabolism, plant growth hormones, as well as growth, development, and environmental adaptations. Fall of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 370. Science Communication and Research Methods
A review of thc current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Credit, 1 semester hour. PREREQ: Consent of Instructor

BIO 371. Cell Biology
A study of cellular ultrastructure, molecular organization, and physiology. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: CHM 130, 131. Required; CHM 250, 251 Recommended.

BIO 410. Marine Biology
A survey of the common organisms associated with topical marine habitats. Emphasis will be on fish, invertebratcs, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes one week of on-campus study followed by one week of field and lab work at the Bermuda Biological Station for Research. There are additional costs involved in the Bermuda trip. Summer, As Announced. Credit, 3 semester hours.

BIO 422. Evolution
An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, election, competition, and origin of species are considered. Fall. Three lectures weekly. Credit, 3 emester hours.

BIO 431. Biometrics
This course covers the nature of the scientific method, hypothesis formulation, experimental protocols, and hypothesis testing. An emphasis is placed on the concepts of experimental design in biological systems, and on current methods of standard data analysis. During the semester, students will design a research project, collect data, analyze this data in an appropriate way, and write a research paper that conforms to standards of current biological journals. The course is recommended for students planning a research career in biology. Student understanding of basic statistics, and familiarity with microcomputer data bases and word processing programs are assumed. As Announced. Three lectures weekly and an independent research paper. Credit, 4 semester hours.

BIO 461. Animal Physiology
Physiological principles study as they occur throughout the animal kingdom with special emphasis on mammals. A detailed study of the mechanisms involved in the maintenance of the homeostatic condition. Spring of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: CHM 250, 251; and BIO 371 recommended.

BIO 472. Principles of Genetics
An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: CHM 100, MAT 107.

BIO 495. Biomedical Seminar
A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Fall, Spring. Credit, 1 semester hour per semester with a limit of 4 hours. PREREQ: Consent of Instructor.

BIO 499. Research in Biology
Restriction: Senior biology majors with a quality point average of 3.0 in the major.
Designed to provide the student with experience in the analysis and solution of problems in the areas of his/her major interests. The problems will be presented to the biology faculty in written form. Fall, Spring. Credit, 1 to 3 semester hours per semester with a limit of 6 hours. PREREQ: Consent of the instructor and approval of the research proposal by a committee composed of biology faculty.

CHEMISTRY AND PHYSICS

Chair: Jose J. D'Arruda*

Suellen Cabe
Thomas A. Dooling
Dennis J. Edgell
Paul A. Flowers
Leonard D. Holmes
Sivanadane Mandjiny
John E. Reissner
Timothy M. Ritter
Thomas E. Ross***
Felicia Scott
Harold J. Teague
Peter A .Wish**

* Pre-Engineering Coordinator
** Science Education Coordinator
***Geography/Geology Coordinator

Adjunct Faculty for Medical Technology Program:
Moses Cone Memorial Hospital: Theresa W. O'Loughlin, Medical Technology Program Director, Mary Christine Steuterman, Medical Director
McLeod Regional Medical Center: Vicki T. Anderson, Medical Technology Program Director, Vera C. Hyman, Medical Director.

The Chemistry and Physics Department offers a Bachelor of Science Degree with a major in Chemistry, and a Bachelor of Science degree in Applied Physics. In addition, the following chemistry concentrations are offered: (1) Professional Concentration (2) Molecular Biotechnology Concentration (3) Pre-Health Professions (4) Medical Technology (5) M.A.R.C. Training Program. Students who have completed the programs have been successful at entering professional schools, gaining employment in government and industry, as well as pursuing graduate studies in chemistry.

The Chemistry and Physics Department also offers a pre-engineering program. This two year program prepares students for entry into an engineering program at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

The curriculum in Geology and Geography is designed to fulfill multiple needs of the student. Courses in Geography can be used to meet General Education requirements in Social and Behavioral Sciences. Courses in Geology can be used to meet General Education requirements in Natural Sciences and Mathematics. Geography and Geology courses provide the scientific foundation for the investigation and understanding of the physical and cultural environments of the Earth, and their interactions. Geology courses are also used to meet requirements in the science education, biology education, and middle school science education programs. Geography and Geology both offer Minors and Academic Concentrations. No major is offered in either discipline.

Coordination of the interdepartmental Bachelor of Science Degree program in Science Education as well as the course offerings in Science Education are also offered through the Chemistry and Physics Department. The Department also cooperates with the Education Department in coordinating a science concentration of the B.S. in Middle Grades Education (6-9).

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Chemistry and Physics Department offers Academic Concentrations in Geology, Geography, and Physics.

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
PHY 200, 201, 206, 207, 218, 256, 300, 320, 326, 356, 420, 499	32
CHM 110, 111, 130, 131	8
CSC 205	3
MAT 221, 222, 315, 316, 322	18
Electives	18
	Total: 124

BACHELOR OF SCIENCE IN CHEMISTRY

Requirements for a Bachelor of Science Degree in Chemistry	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 427, 410	33
PHY 150, 151, 156, 157 or PHY 200, 201, 206, 207	8
MAT 107, 108, (or equivalent 109), 221, 222	14
BIO 100	3
Electives	31
	Total: 122

PROFESSIONAL CONCENTRATION

Requirements for a Bachelor of Science Degree in Chemistry: Professional Concentration

Sem. Hrs.	
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 130, 131, 110, 111, 226, 227, 250, 251, 298, 427, 399, 410, 411, 426	45
PHY 200, 201, 206, 207	8
MAT 109, 221, 222	12
Electives	24
	Total: 122

MOLECULAR BIOTECHNOLOGY

Requirements for a Bachelor of Science Degree in Chemistry: Molecular Biotechnology

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 311, 312, 321, 327 331, 351, 399, 410	49
PHY 120, 150, 151, 156, 157, 341	13
MAT 107, 210, 215	10
BIO 100, 315, 322, 371	15
	Total: 122

BIOMEDICAL CONCENTRATION

Requirements for a Bachelor of Science Degree in Chemistry: Pre-Health Professions

(See Health Professions Programs for a description of this program).

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 311, 331	32
PHY 150, 151, 156, 157	8
MAT 107, 210, 215	10
BIO 100&L, 102, 211, 212, 315, 371, 472	28
Electives (CHM 410 Strongly Recommended)	11
	Total: 122

MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Chemistry: Medical Technology

(See Health Professions Programs for a description of this program)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 311, 312	28
PHY 150, 151, 156, 157	8
MAT 107, 210	6
BIO 100&L, 102,315, 371	16
Electives	1
Clinical Training in Approved Hospital Program (30 semester hours)	30
	Total: 122

**Students who plan a major in Chemistry should request an advisor in the Chemistry and Physics Department and consult with that advisor before registering for General Education courses. 12 hours of General Education courses are listed as specific required courses.*

M.A.R.C TRAINING PROGRAM

Requirements for a Bachelor of Science Degree in Chemistry: M.A.R.C Training

(For program description see Health Professions Programs)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 311, 312, 427, 399, 410, 495	48
PHY 150, 151, 156, 157	8
MAT 109, 210, 221, 222	15
BIO 100&L, 211 or 212, 315, 370, 371, 472	21
Electives	4
	Total: 128

**Students who plan a major in Chemistry should request an advisor in the Chemistry and Physics Department and consult with that advisor before registering for General Education courses. 12 hours of General Education courses are listed as specific required courses.*

BACHELOR OF SCIENCE IN SCIENCE EDUCATION

Coordinators: Peter Wish and Sue Bowden

Advisory Committee

Jose D'Arruda -- Physics
Harold J. Teague -- Chemistry
Bonnie Kelley -- Biology
Irene Aiken -- Education
Suellen Cabe -- Earth Science

PROGRAM GOAL AND OBJECTIVES

The goal of the program is to develop teachers who have the following characteristics:
* an understanding of scientific knowledge (facts, concepts, laws, theories) and how this knowledge will enable students to deal with personal and social problems intelligently
* a basic understanding of the nature of science and how the scientific method can be used to solve problems and make decisions
* a basic understanding of the interrelationships among science, technology, and society
* an understanding of how science contributes to the personal development of each individual
* an awareness of the many career opportunities that are available for students and how to provide information and training that will be useful to students with respect to future employment
* an understanding of the methods and curriculum of science
* possess the communication skills (speaking and writing) necessary for effective teaching as well as the skill necessary for effective use of classroom management
* an understanding of the role of research in science education
* aware of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction

The Departments of Biology, Education, Geology/Geography, and Physical Science offer an interdepartmental Bachelor of Science Degree program in Science Education. This program is designed to prepare prospective teachers of science in Grades 9-12. Upon completion of the program graduates will be eligible for the North Carolina Secondary Science Comprehensive Licensure. Students will be required to concentrate in one of the four major areas of science (biology, chemistry, physics or earth science) and to complete some course work in each of the other three areas. Course offerings in Science Education, as well as coordination of the program, are offered through the Physical Science Department. The Science Education program (secondary and middle grades) has been approved by the National Science Teachers Association. For Teacher Education requirements, see Teacher Education Programs.

Requirements for a Bachelor of Science in Science Education
Sem.Hrs

1.) Freshman Seminar and General Education Requirements
(including special requirements for licensure and certain required and cognate courses semester hours); 12 semester hours of Natural Science and Mathematics count both toward General Education and toward major requirements. 45

2.) Teaching Area Concentration (some courses count in General Education) 70

Biology

Required Biology courses (32 semester hours)
BIO 100, 100L,101, 102, 304, 371, 422, 472; and Guided Electives (6 hrs)
Required cognate courses (38 semester hours)
MAT 107, 215, CHM 130 & 110, CHM 131 & 111; 250; GLY 115 , 115L, 125, 125; PHY 150, 151, 156, 157; CSC 405

Chemistry

Required chemistry courses (33 semester hours)
CHM 130&110; 131&111, 226, 227, 250, 251, 298, 311, 312, & Guided Electives (4 hrs)
Required cognate courses (37 semester hours)
MAT 221, 222; BIO 100, 100L, BIO 101 or 102; GLY 115, 115L, 125, 125L
PHY 150, 151, 156, 157; CSC 405; and Guided Electives (2)

Earth Science

Required Earth Science courses (32 semester hours)
GLY 100&100L or 115&115L, 125, 125L, 226, 246, 262, 310, 325;
PHS 156; two of the following: GLY 366, 425, 450; and Guided Electives (3)
Required cognate courses (38 semester hours)
MAT 109; CHM 130 &110, 131&111, 250; BIO 100, 100L, 101 or 102;
PHY 150, 151, 156, 157; CSC 405; and Guided Electives (3)

Physics

Required physics courses (33 semester hours)
PHS 116; PHY 150,151,206, 207, 218, 256, 300, 320, 326, 448; & Guided Electives(6 hrs)
Required cognate courses (37 semester hours)
MAT 221, 222, 322; BIO 100, 100L, BIO 101 or 102; GLY 115, 115L
CHM 130 &110, CHM 131&111, PHS 156; CSC 405

3) Professional Education Requirements (25 semester hours) 25
SCE 300, 301, 400
EDN 227(302), 308, 350, 419, 430, 448

4) Electives: Electives are taken within areas of concentration (see above)

Total: 128

LICENSURE IN SCIENCE FOR MIDDLE GRADES EDUCATION (6-9)

Requirements for Licensure in Science for a B.S. in Middle Grades Education (6-9)
PHS 110, 108, 109 or PHY 150, 151, 156, 157; BIO 100, 100L, 103; **Sem. Hrs.**
CHM 130 & 110; GLY 115, 115L; SCE 300, 350 **Total: 24**

ACADEMIC CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers several Academic Concentration options of 24-26 hours each. An Academic Concentration is available to other students, regardless of major.

Sem. Hours

Required Courses for an Academic Concentration in Physics
PHY 150, 156, 151, 157, 218, 256, 300, 320, 326, 448 **Total: 24**

Required Courses for Academic Concentration in Geography
GGY 102 and 250
Choose 3 courses from the following: GGY 115, 200, 206, 246, 262
Choose 3 courses from the following: GGY 329, 372, 401, 450; GLY 366 **Total: 24-25**

Required Courses for an Academic Concentration in Geology **Total: 26**

GLY 100 & 100L or GLY 115 & 115L; GLY 125 & 125L
Choose 6 courses from the following: GLY 226, 246, 250, 262, 310, 325, 366, 425, 450

MINORS

Requirements for a Minor in Physics: A minor in Physics is available to all undergraduates and requires the following: PHY 200, 201, 206, 207, and 10 additional hours in Physics selected from the course above the 100 level. The Chemistry and Physics Department has Co-op programs available. For more information, see Chemistry and Physics Department Chair.

Required Courses for a Minor in Geography

GGY 102 and GGY 250
Choose 2 courses from the following: GGY 115, 200, 206, 226 , 246, 262
Choose 2 courses from the following: GGY 329, 366, 372, 377, 401, 450 **Total: 18-19**

Required Courses for a Minor in Geology **Total: 20**

GLY 100 & 100L or GLY 115 & 115L; GLY 125 & 125L
Choose 4 courses from the following: GLY 226, 246, 250, 262, 310, 325, 366, 425, 450

PRE-ENGINEERING PROGRAM

Pre-Engineering Program

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the above mentioned engineering schools.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two year program prepares students for entry into an engineering program at North Carolina A&T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 110, 111, 130, 131	8
PHY 200, 201, 206, 207	8
MAT 221, 222, 316, 322	15
CSC 155, 205	6
EGR 200, 201, 205	8
	Total: 64

COURSES

CHEMISTRY (CHM)

CHM 110. General Chemistry Laboratory I
Laboratory exercises correlated with topics of Chemistry 130. Fall, Spring. Credit, 1 semester hour. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 111. General Chemistry Laboratory II
Laboratory exercises correlated with topics of Chemistry 131. Fall, Spring. Credit, 1 semester hour. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 112. Chemistry for Health Sciences Laboratory I
Laboratory exercises correlated with topics of Chemistry 140. Fall. Credit, 1 semester hour. PREREQ: Enrollment in or completion of 140.

CHM 113. Chemistry for Health Sciences Laboratory II
Laboratory exercises correlated with topics of Chemistry 141. Spring. Credit, 1 semester hour. PREREQ: Enrollment in or completion of 141.

CHM 130. General Chemistry I
Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, chemical periodicity, and equilibrium. Fall, Spring. Credit, 3 semester hours.

CHM 131. General Chemistry II
Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. Fall, Spring. Credit, 3 semester hours. PREREQ: Chemistry 130.

CHM 140. Chemistry for Health Sciences I
A broad survey of general chemistry topics relevant to the allied health fields, including composition, structure and properties of matter, equilibrium, and acids and bases. This course is intended for students interested in allied health specializations and may not serve as a prerequisite for upper level chemistry courses. Fall. Credit, 3 semester hours.

CHM 141. Chemistry for Health Sciences II
A broad survey of organic and biochemical topics relevant to the allied health fields, including compound classes, major reactions, and metabolism. This course is intended for students interested in allied health specializations and may not serve as prerequisite for upper level chemistry courses. Spring. Credit, 3 semester hours. PREREQ: CHM 140.

CHM 226. Elementary Inorganic Chemistry
Fundamental principles of inorganic chemistry, including coordination and nuclear chemistry, will be examined through a study of the descriptive chemistry of metallic and nonmetallic elements. Laboratories will involve the preparation and characterization of technologically important chemical substances. Fall/Spring. Credit, 4 semester hours. PREREQ: CHM 131.

CHM 227. Analytical Chemistry I
The principles and techniques of classical and simple instrumental methods of chemical analysis will be examined with an emphasis on quality assurance and method validation concepts. Laboratories will involve the use of these analytical techniques in the determination of substances in a variety of sample matrices. Fall. Credit, 4 semester hours. PREREQ: CHM 131.

CHM 230. Basic Environmental Chemistry
An introduction to chemical processes of the earth's lithosphere, hydrosphere and atmosphere, with

an emphasis on environmental problems associated with human activity. As announced. Credit, 3 semester hours. PREREQ: CHM 131

CHM 250, 251. Organic Chemistry I and II
The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. A laboratory is included. Fall. Credit, 4 semester hours each. PREREQ: CHM 131.

CHM 298. Scientific Literature
Introduction to methodology of researching topics in the chemical literature. Spring. Credit, 1 semester hour. PREREQ: CHM 250.

CHM 302. Introduction to Spectroscopy and Structure Determination
A study of the major spectroscopic methods, including NMR, IR, and UV/Visible, and how data from these sources are used to determine molecular structure. Laboratory projects are included, as announced. Credit, 3 semester hours. PREREQ: CHM 252.

CHM 311. Biochemistry
A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. As announced. Credit, 3 semester hours. PREREQ: One semester of Organic Chemistry.

CHM 312. Experimental Methods in Biochemistry
A student laboratory which deals with the experimental methods used in biochemistry. As announced. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of CHM 311.

CHM 321. Biochemistry II
A continuation and more thorough treatment of biochemical principles considered in CHM 311. Topics include: (1) enzyme mechanisms (2) bioenergetics and metabolism (3) biological membranes (4) regulation of gene expression. As announced. Credit, 3 semester hours. PREREQ: CHM 311.

CHM 331. Bioanalytical Chemistry
A laboratory intensive course examining fundamental and practical aspects of analytical methods for the separation and analysis of biological compounds and macromolecules. As announced. Credit, 4 sem.hrs. PREREQ: CHM 227.

CHM 351. Bioprocessing
A laboratory intensive course designed to train students in selected aspects of fermentation for the production of biochemicals and macromolecules. Students will learn theory and practical application for important techniques in projects related to fermentation and bioconversion. As announced. Credit, 3 semester hours. PREREQ: BIO 315 or BIO 371 and CHM 311.

CHM 361. Bioseparations Technology
A laboratory intensive course designed to train students in selected aspects of the separation and downstream processing of biomolecules. The specific objectives include the application of: (1) product recovery methods, (2) product purification technology to biomanufacturing. The technologies will be explored in view of bench scale, pilot and commercial scale processes. As announced. Credit, 3 semester hours. PREREQ: CHM 251

CHM 399. Research in Chemistry
This course involves student research on projects supervised by departmental faculty. Both laboratory and library work are typically included, and a formal report of results is required upon completion of the project. Fall, Spring. Credit, 1-3 semester hours. May be repeated for a maximum of 6 semester hours. PREREQ: Consent of Department Chair.

CHM 410, 411. Physical Chemistry
A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. Included is a student laboratory which deals with experimental methods used in physical chemistry. As announced. Credit, 4 semester hours each. PREREQ: 16 hrs. of college chemistry, mathematics through calculus, and consent of instructor.

CHM 426. Advanced Inorganic Chemistry
The bonding, structure, and reactions of inorganic substances will be explored through applications of appropriate physico-chemical theories. Laboratory projects are included which employ a variety of instrumental methods to examine thermodynamic and kinetic properties of inorganic systems. As announced. 4 semester hours. PREREQ: CHM 226, CHM 327, CHM 410.

CHM 427. Analytical Chemistry II
Advanced topics related to instrumental methods of chemical analysis will be examined. Laboratory projects will focus on the finer points of data acquisition, analysis, and evaluation. Spring. Credit, 4 semester hours. PREREQ: CHM 227, CHM 410; PHY 151/157 or PHY 201/207.

CHM 448. Special Topics in Chemistry
Advanced class study in selected areas of chemistry. As announced. Credit, 1-3 semester hours. PREREQ: Consent of the Instructor.

CHM 495. Seminar
A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. MARC trainees will be required to present a seminar in their senior year. Fall/Spring. Credit, 1-4 semester hours. PREREQ: Junior or Senior standing in Biology or Chemistry and consent of instructor.

CHM 499. Independent Study in Chemistry
Individual study in advanced areas of chemistry. Offered for chemistry majors only. Fall, Spring. Credit, 1 to 3 semester hours. PREREQ: Consent of Department Chair.

ENGINEERING (EGR)

EGR 200. Engineering Statics
The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. An announced. Credit, 3 semester hours. PREREQ OR COREQ: PHY 200, MAT 221.

EGR 201. Engineering Dynamics
The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. As announced. Credit, 3 semester hours. PREREQ: EGR 200.

EGR 205. Engineering Graphics
Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory) Fall/Spring. Credit, 2 semester hrs.

GEOGRAPHY (GGY)

Geography 101, 102, 200, and 206 may be used to fulfill General Education requirements in the Social and Behavioral Science area.

GGY 101. Principles of Geography
The study of the earth's physical and human environments from a geographic perspective. Techniques and methodology to study interactions between human activities and landforms, soils, vegetation and climate are emphasized.

GGY 102. World Regional Geography
Survey of most countries and regions of the world. An examination of cultures, economies, and physical characteristics as they relate to contemporary problems in world affairs. Presents an overview of the multicultural earth. Fall and Spring. Credit, 3 semester hours.

GGY 115. Earth Science (GLY 115)
The same course as GLY 115. Spring, Fall. Credit, 3 semester hours.

GGY 115L. Earth Science Laboratory (GLY 115L)
The same course as GLY 115L. Spring. Credit, 1 semester hour.

GGY 200. World Cultural Geography
Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

GGY 206. Economic Geography (ECN 206)
Location, development and distribution of major industries, agricultural products, and economic services. As Announced. Credit, 3 semester hours.

GGY 246. Weather and Climate (GLY 246)
Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data. As Announced. Credit, 3 semester hours.

GGY 250. Introduction to Cartography
Concepts and skills of map use and interpretation. Cartographic techniques and conventions for production of thematic maps. Basic concepts of geographic information systems and remote sensing. Spring. Credit, 3 semester hours.

GGY 262. Environmental Geology (GLY 262)
The same course as GLY 262. Fall, odd years. Credit, 3 semester hours.

GGY 329. Society and the Environment (SOC 329)
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Fall, odd years. Credit, 3 semester hours.

GGY 372. North America
Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure. As Announced. Credit, 3 sem. hours.

GGY 377. Geography of American Indians
An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources. Spring, even numbered years. Credit, 3 semester hours. PREREQ: GGY 101 or GGY 102.

GGY 401. Internship in Geography
Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. As Announced. Credit, 4 semester hours. PREREQ: Permission of instructor.

GGY 450. Special Topics in Geography
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include regional areas, such as Sub-Saharan Africa, or specialized fields such as Quantitative methods in Climatology, or Geographic Information Systems. The course may be repeated for a maximum of 6 semester hours. As Announced. Credit, 3 semester hours. PREREQ: GGY 102 or permission of instructor.

GEOLOGY (GLY)

Geology 100 and 115 may be used to meet General Education requirements in the Natural Science and Mathematics area.

GLY 100. Physical Geology
Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics. As Announced. Credit, 3 semester hours.

GLY 100L. Physical Geology Laboratory
Study of common minerals and rocks; use of topographic and geologic maps. As Announced. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 100.

GLY 115. Earth Science (GGY 115)
Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system. Fall, Spring. Credit, 3 semester hrs.

GLY 115L. Earth Science Laboratory (GGY 115L)
Study of common minerals and rocks, topographic maps, climate classification, weather processes. Spring. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 115.

GLY 125. Earth History
Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time. Spring. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 125L. Earth History Laboratory
Study of animal and plant fossils, environments of deposition, geologic maps. Spring. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 125.

GLY 226. Oceanography
Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. Spring, odd years. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 246. Weather and Climate (GGY 246)
The same course as Geography 246. As Announced. Credit, 3 semester hours.

GLY 262. Environmental Geology (GGY 262)
Aspects of geology related to problems arising from intensive use of the earth by modern society. The use of earth materials, energy resources and groundwater will be considered along with land use planning. Fall, odd years. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 310. Minerals and Rocks
Study of minerals and rocks with an emphasis on origins, classification and identification. Fall, even years. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 325. Paleontology
Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. Fall, even years. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115 & BIO 100.

GLY 366. Geomorphology
Advanced study of land forms-fluvial, solution, glacial, marine, eolian, volcanic, and structural. History of geomorphic theories and regional land forms will also be covered. Fall, odd years. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 425. Stratigraphy and Sedimentology
Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. Spring, even years. Credit, 3 semester hours. PREREQ: GLY 125.

GLY 450. Special Topics in Geology
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include dinosaurs, natural disasters, etc. The course may be repeated for a maximum of 6 semester hours. As Announced. Credit, 3 semester hours. PREREQ: GLY 115.

PHYSICAL SCIENCE (PHS)
PHS 108. Physical Science Laboratory I
Laboratory activities designed to parallel and reinforce the concepts presented in PHS 110. Fall/Spring. Credit. 1 semester hours. PREREQ: Enrollment in or completion of PHS 110 or equivalent.

PHS 109. Physical Science Laboratory II
Laboratory activities designed to parallel and reinforce the concepts presented in PHS 111. Fall/Spring. Credit. 1 semester hours. PREREQ: Enrollment in or completion of PHS 111 or equivalent.

PHS 110. Physical Science I
A general study of concepts in physical science, such as measurement, motion, force, work, mechanical energy, temperature and heat, atomic structure, the periodic table, elements, compounds and mixtures. Fall/Spring. Credit. 3 semester hours. PREREQ: None.

PHS 111. Physical Science II
A general study of concepts in physical science such as: electricity, magnetism, electromagnetics, radiation, nuclear energy, the universe, the solar system, the earth's crust, minerals, rocks, and plate tectonics. Fall/Spring. Credit, 3 semester hours. PREREQ: PHS 110 or equivalent.

PHS 116. Exploring Man's Energy Choices
A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each. Fall. Credit, 3 semester hours.

PHS 120. Science and the Public Interest
Intended for nonscience majors, this course examines physical science concepts in the context of various public interest issues (art, medicine, music, pollution, etc.). Included are activities involving group and individual work in the classroom, the laboratory, and the "field" designed to enhance scientific literacy as well as quantitative and critical thinking skills. Fall/Spring. Credit, 3 semester hours.

PHS 156. Astronomy
A study of all matter and energy in the universe, emphasizing the concentration of this matter and energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars. Fall, Spring. Credit, 3 semester hours.

PHS 157. Astronomy Laboratory
Astronomical observations and principles of experimentation, includes knowledge of the sky and its motions, optics, star and galaxy properties both with real physical experiments and computer simulations. Hands-on laboratory, usually held in the evenings so the heavens can be observed on clear nights. This course is often taken simultaneously with Astronomy 156. Fall, Spring. Credit, 1 semester hour. PREREQ: enrollment in or completion of PHS 156.

PHYSICS (PHY)
PHY 100. Elementary Physics I
In an essentially descriptive fashion this course described the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others. As announced. Credit, 3 semester hours.

PHY 101. Elementary Physics II
In the fashion of PHY 101, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). As announced. Credit, 3 semester hours. PREREQ: It is helpful (but not required) to have taken PHY 100 as background for this course.

PHY 115. Electronics (A Survey)
The limitations of electronics are not known. We live in an electronic age. This course is a survey of the entire field of electricity and electronics from why rubbing a balloon can cause it to stick to the ceiling (apparently defying gravity), through how radio and TV work, to the modern electronics of the calculator and computer. As announced. Credit, 3 semester hours.

PHY 120. Science and Computing
A broad survey of topics related to the role computers play in science. No special knowledge is required of the student as the course is meant as an introduction to anyone interested in how computers are used in the field of science. Topics will include design and function of the PC, data collection and analysis, the Internet, Fortran programming, and basic word processing. As announced. Credit, 2 semester hours.

PHY 150, 151. College Physics I, II
A treatment of the subject matter of general physics (listed, in part, under 100, 101) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see PHY 200, 201). Fall, Spring. Credit, 3 semester hours each. PREREQ: for PHY 150, MAT 107 or equivalent; for PHY 151, completion of PHY 150.

PHY 156, 157. College Physics Lab I, II
A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. Fall, Spring. Credit, 1 semester hr. each. PREREQ: for PHY 156, enrollment in or completion of PHY 100 or 150; for PHY 157, enrollment in or completion of PHY 101 or 151.

PHY 200. University Physics I
A study of Classical Newtonian mechanics with an emphasis on Newton's three laws of motion. This calculus based course describes the nature of motion, forces, energy, momentum, collisions, rotation, gravitation, sound, and heat. A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours. PREREQ OR COREQ: MAT 221.

PHY 201. University Physics II
A calculus based study of electricity, magnetism, optics, relativity, quantum and nuclear physics. A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours. PREREQ: PHY 200.

PHY 206. University Physics Laboratory I
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Fall, Spring. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 200.

PHY 207. University Physics Laboratory II
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Fall, Spring. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 201.

PHY 218. Optics
Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. As announced. Credit, 3 semester hours. PREREQ: PHY 101, 151, or 201.

PHY 221. Hardware and Software Concepts
Introductory class exploring the role of computers in contemporary physics. Topics of discussion include hardware architecture, basic concepts in programming, and the application of existing software to classical problems. As announced. Credit, 3 semester hours. PREREQ: CSC 205, PHY 200.

PHY 256. Modern Physics
A survey of the physics of the 20th century. The fundamental ideas of the theory of relativity and quantum mechanics via the anomalies that led to their formulation. As announced. Credit, 3 semester hours. PREREQ: PHY 101, 151, or 201.

PHY 288. Methods of Computational Science
An overview of the methods common to computational science. Topics to include numerical differentiation and integration, Monte Carlo techniques, and how to use higher level programs, e.g. Maple, Mathematica, or Gaussian. Students will also be introduced to computing on a supercomputer with projects to be completed via the North Carolina Super Computer Center (NCSC). As announced. Credit, 3 semester hours. PREREQ: PHY 221.

PHY 300. Classical Mechanics
Mechanics of particles and system of particles. Solution of problems in Newtonian Mechanics, one dimensional motion, linear, damped, and driven oscillations; two particle collisions, introduction to Lagrangian and Hamiltonian Dynamics. Central force motion. As announced. Credit, 3 semester hours. PREREQ: PHY 200.

PHY 320, 321. Electricity and Magnetism
Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. As announced. Credit, 3 semester hours each. PREREQ: PHY 101, 151, or 201 and working knowledge of calculus for PHY 320; PHY 320 for 321.

PHY 326. Heat and Temperature
Heat and its effects. heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. As announced. Credit, 3 semester hours. PREREQ: PHY 100, 150, or 200 and a working knowledge of calculus.

PHY 336. Mathematical Physics
Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality. Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, functions spaces as vector spaces, and elements of the theory of distributions. As announced. Credit, 3 semester hours. PREREQ: A working knowledge of calculus.

PHY 341. Biophysics
Physics applied to biological phenomena, particularly from the point of view of molecular systems and processes. As announced. Credit, 3 semester hours. PREREQ: Two semesters of physics, a semester of biology and organic chemistry.

PHY 356. Modern Electronics
An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. Spring. Credit, 3 semester hours. PREREQ: PHY 115 or 151 or 201 or equivalent.

PHY 388. Advanced Computational Physics
A project driven course in which the student will use various computational approaches to solve standard and/or modern problems in physics. Techniques will include C++ programming, Fortran programming, and advanced applications of software packages such as Maple, Mathematica, or Gaussian. As announced. Credit, 3 semester hours. PREREQ: PHY 288.

PHY 390. Computational Research in Physics
Requirements for this course include the completion of one or more computationally oriented research projects. Topics will be chosen from current interest across the broad spectrum of contemporary physics. As announced. Credit, 3 semester hours. PREREQ: PHY 388.

PHY 400. Quantum Mechanics
Generalized eigenvalue problems, angular momentum, spin, the hydrogen atom, and perturbation theory with selected applications from atomic, solid state, and nuclear physics. As announced. Credit, 3 semester hours. PREREQ: PHY 201.

PHY 420/421. Advanced Laboratory I & II
Modern physics experiments available from several areas. Choices include: atomic physics, NMR, nuclear physics, radio astronomy, optics and spectroscopy. As announced. Credit, 3 semester hours. PREREQ: Consent of Instructor.

PHY 448. Special Topics
Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. As announced. Credit, 1-3 semester hours. PREREQ: PHY 101, 151, or 201; MAT 222.

PHY 499. Independent Study
Independent study with departmental faculty member. As announced. Credit, 1-3 semester hours. PREREQ: Consent of Department Chair and Instructor.

SCIENCE EDUCATION (SCE)
SCE 300. Early Experiences for Prospective Science Teachers
An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall, Spring. Credit, 1 semester hour.

SCE 301. Practicum for Secondary Science Teachers
Two two-hour laboratories per week, practical experiences in setting up laboratories in the life and physical sciences. The student will be assigned to members of the participating science departments as laboratory assistants. Fall, Spring. Credit, 2 semester hours. PREREQ: SCE 300 and at least 16 semester hours of science in area of concentration.

SCE 350. The Teaching of Science in the Middle Grades (6-9)
Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: Junior Standing

SCE 400. Teaching Science in the Secondary School
Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Spring. Credit, 3 semester hours. PREREQ: SCE 300, 301, and admission to Professional Semester.

GGY 503. Descriptive Regional Analysis
Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 505. Geographics
Visualization of spatial data, utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Will also study contemporary advances in computer technology and Geographic Information Systems (GIS). 3 credit hours. Spring, odd years, or as announced.

SCE 550. Science in the Middle School (6-9)
A study of subject matter, materials, and methods for teaching science in the middle school. 3 credit hours.

ENGLISH, THEATRE, AND LANGUAGES

Chair: Thomas J. Leach

Nancy W. Barrineau
Monika Brown
Mark Canada
Susan Cannata
L. Cristina Francescon
Holden Hanson
Karen Helgeson
Dean Hinnen[4]
Chester I. Jordan
Josef L. Mandel
Virginia K. McClanahan
Sara Oswald
Daniel J. Peters
Robert W. Reising
Dennis H. Sigmon[2]
Shelby D. Stephenson
Sandra M. Stratil*
David Underwood
Patricia D. Valenti [3]
Richard R. Vela [1]
Rudy D. Williams

*Director of College Opportunity Program
[1]Director of Composition
[2]English Education Coordinator (Undergrad.)
[3]Graduate English Education Director
[4]Director of the University Writing Center

The Department of English, Theatre, and Languages of the University of North Carolina at Pembroke exists for the common good of its students, of the campus community, and of a rational and humane society. To serve these purposes, the Department attempts to offer distinctive, realistically conceived, and well-executed programs for (1) the General Education student, to whom a wide choice of courses is available; (2) the English or Theatre Major; (3) the Foreign Language student (French, Spanish, German, and Italian); (4) the student seeking North Carolina Teacher Licensure in English, grades 9-12 (program approved by NCTE); (5) the Education major seeking an academic concentration in English or Spanish; (6) the student majoring in another subject who wishes to develop a minor in the English, Theatre, and Languages Department or simply to choose an elective or two; and (7) the in-service teacher, or the college graduate with a background in English or a related discipline, seeking post-graduate work in English Education (see the Graduate Studies Section of this catalog for a description of the M.A. in English Education and graduate courses). The Department recognizes that each program has a different philosophy and different objectives and seeks to make the student responsive to the philosophy and objectives of the student's particular program.

The Department office offers information about advisement and screening procedures for English majors, teacher licensure candidates in English, and Theatre majors. Also available is information about academic concentrations in English and Spanish and minors in French, Spanish, Language, Literature, Speech, Theater, and Writing. These are offered to all students enrolled at the University.

Pembroke Magazine, housed in the Department of English, Theatre, and Languages and founded in 1969 by the late Norman Macleod while he was at UNC Pembroke, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers. Shelby Stephenson is the editor.

The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

The English, Theatre, and Languages Department recommends that all of its majors study a foreign language throughout their college careers; six semester hours are required.

A grade of C (2.0) in both ENG 105 (Composition I) and ENG 106 (Composition II) is prerequisite to all literature and language courses at the 200 level and above except for ENG 250 (Introduction to Theatre). All full-time students enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both ENG 105 and ENG 106.

ENGLISH

Requirements for a Bachelor of Arts Degree in English	**Sem. Hrs.**
Freshman Seminar	1
General Education Program*	44
Core Major Courses:	
SPE 100 (fall, spring) or SPE 101 (fall, spring)	
six hours of Foreign Language (fall, spring)	9
Required Courses	
ENG 205, 206, 221, and 246	
ENG 302, 457 (fall only), and 465 (or 466, 467, 468)	21
Three courses from these *(one must involve significant study of the novel)*	
ENG 342 (fall of odd years), ENG 343 (fall of even years),	
ENG 354 (spring of even years), ENG 366 (spring of odd years)	
ENG 465 (or 466, 467, 468, 450) - a seminar in literature	9
Three courses from the following (ENG 346 and ENG 371 for Licensure)	
ENG 277, 346 (fall), 370 (fall), 371 (spring);	
or ENG 423, 424 (as announced)	6
General Electives	32-41*
	Total: 122

*Students planning to major in English should consult with the department chair prior to registering for General Education courses. Students planning to seek a teaching license for secondary English Education should meet immediately with the coordinator for English Education to help plan their program. Up to 41 elective hours are available to students who take General Education courses that meet program requirements. Students planning to seek a teaching license for secondary English Education must use 29 elective to meet program requirements below.

THE ENGLISH EDUCATION PROGRAM FOR TEACHER LICENSURE

Students in the English Education program pursue a major in English and at the same time meet requirements for a license to teach English in secondary schools. The English education program helps prospective teachers develop a personal philosophy of teaching as it prepares them to become effective teachers of writing, reading, speaking, listening, and viewing. This program shows prospective English teachers that no facet of English can be taught in isolation, and it inspires them to become creative, original, willing, positive, untiring, and resilient. The program was approved by the National Council of Teachers of English.

Students who plan to teach secondary English should meet immediately with Dr. Dennis Sigmon, Coordinator of Undergraduate English (Office N121), for an overview of the program and assignment of an advisor.

A Master of Arts degree in English Education is also available from UNC Pembroke (see Graduate Programs section of this catalog).

Requirements for a B.A. Degree in English with Teacher Licensure in English Education
Students pursuing licensure to teach English in the secondary school complete all requirements for the English Major (above) including ENG 346 and ENG 371 (sec.IV), **must** complete Teacher Education requirements (see Teacher Education Program); and complete the following as 29 Elective hours:

EED 379 (fall only); EED 384 (spring only)	6
one 1-hour practicum, from JRN 182- (Yearbook), JRN 191-(Newspaper), THE 162- (Play Production), THE 164(Make-Up), THE 234(Scene Ptg), THE 235(Stage Mgt.).	1
EDN 227(302), 308, 350, 419, 430	19
Internship (spring only): EED 400, 448	9
	Total 29

MIDDLE GRADES LANGUAGE ARTS

Requirements for Middle Grades Language Arts Licensure
Students majoring in Middle Grades Education (6-9) with a Language Arts Concentration, should consult with the Coordinator of Undergraduate English Education in the Department of English, Theatre, and Languages. Check sheets are available from the department secretary. Indicates courses not already included in the English Concentration.

ENG 205 or ENG 206; ENG 221; ENG 246; SPE 100 or 101
*EED 379 and *EED 384
ENG 371; ENG 346
one 300- or 400-level literature course from the following:
ENG 302, 342, 343, ENG 354, ENG 366, 457; 465, 466, 467, or 468

ACADEMIC CONCENTRATIONS IN ENGLISH AND SPANISH

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers an Academic Concentration in English of 24 hours. This Academic Concentration is available to other students, regardless of major.

Requirements for an Academic Concentration in English	**Sem. Hrs.**
1. Core Courses	9
a. one speech course (3 hours): choose from SPE 100 or SPE 101	
b. two 200-level literature courses (6 hours) from the following ENG 205, ENG 206, ENG 221, ENG 246 (spring)	
2. one 200-level literature elective (any course not taken under 1.b.): ENG 203, 204, 205, 206, 207, 220, 221, 246 (spring)	3
3. two 200/300-level language/writing courses, choose from: ENG 277, ENG 346 (fall), ENG 370 (fall), ENG 371(spring)	6
4. two 300/400 level literature courses; choose from: ENG 342 (fall odd years), ENG 343 (fall even years), ENG 354 (spring even years), ENG 366 (spring odd years) ENG 457(fall); one of these: ENG 450, 465, 466, 467 or 468	6
	Total: 24

Requirements for an Academic Concentration in Spanish	**Sem. Hrs.**
1. Required Courses SPN 132, 231, 232, 255, and 256	15
2. Elective Courses: choose one course from each group SPN 321 or 322 SPN 331 or 332 SPN 361 or 362 or 451	9
	Total: 24

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department

Requirements for B.A. Degree in English: Theatre Arts	**Sem. Hrs.**
Freshman Seminar	1
General Education Program*	44
Major Requirements	
Core Major Courses: SPE 100 or 101; ENG 354; ENG 457; six semester hours of foreign language [may be two languages]	15
THE 201, 233, 250, 353, 360, 361; THE 162 or 163; THE 262, 263	21
Twelve hours of major courses from: THE 263-463, 164, 165, 234, 235, 301, 304, 315, 322, 323, 331, 333, 334, 401. 453, 454	12
Electives	27
	Total: 120

MINOR PROGRAMS IN ENGLISH, THEATRE, AND LANGUAGES

Each English, Languages, and Theatre Department Minor consists of 18 hours selected from courses listed below as Options for the Minor Program.

-Six of these hours may be duplicated (count also for another program requirement).

-At least 6 of the 12 unduplicated hours must come from 300- or 400-level courses. See Department Chair for more information

Options for a Minor in French

FRN 132, 231, 232; FRN 255, 256; FRN 321, 322; FRN 361; FRN 451

Options for a Minor in Language

ENG 212, 242, 243 (1 hr. each); ENG 346, 370, 371; 423 or 424, 455
SPE 100, 101, 102, 315; CSC 100, 200, 201(3-6 hours); 3-6 hrs of French or Spanish

Options for a Minor in Literature*

ENG 203, 204, 205, 206, 207, 220, 221, 246
ENG 302, 342, 343, 354, 366, 450, 457, 455-468
FRH 321, 322; SPN 321, 322, 331, 332

Options for a Minor in Spanish

SPN 132, 231, 232; SPN 255,256; SPN 321, 322, 331, 332; SPN 361, 362; SPN 451

Options for a Minor in Speech

SPE 100, 101, 102, 315, 316, 358; THE 201; PRE 209; ENG 213 (1 hr.)

Options for a Minor in Theatre: requires participation in 2 or more University Theatre productions

THE 162-463(1-4 hours); SPE 315 THE 164, 165, 234, 235 (one credit hour, half semester)
THE 201, 233, 250; THE 301, 322, 323, 331, 333, 360, 361, 401

Options for a Minor in Writing

ENG 211, 212, 242, 243, 244 (1 hr. each)
ENG 277, 302, 346, 370, 377, 426, 455;
EED 379; 1 course from JRN 240, 305, 309, 340

COURSES

ENGLISH (ENG)

ENG 104. Written Communication Skills
Required for students who do not pass the freshman writing sample and all students entering the College Opportunity Program. Study and practice of basic elements of the writing process with special emphasis on prewriting techniques and editing for correctness; extensive practice in short forms including sentences, paragraphs and short essays. Pass/Fail grading. Fall, Spring Summer. Credit, 3 semester hours (will not count toward graduation requirements).

ENG 105. Composition I
Practice in prewriting, organizing, drafting, revising, and editing; emphasis on personal and informative writing using various strategies appropriate to college assignments. A 750-1000 word informative paper using written sources is required. Fall, Spring Summer. Credit, 3 semester hours. PREREQ: Passing grade on the freshman writing sample or in ENG 104.

ENG 106. Composition II
Practice in critical reading in the disciplines; research skills using various writing strategies, with and emphasis on analysis and argumentation. A 1500-2000 word argumentative/ persuasive research paper will be required. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105.

ENG 203. Introduction to Literature
Study of basic structure or elements of the various genres of literature including poetry, prose fiction, and drama. Readings include works of major British, American and World literature authors. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 204. Mythology of All Peoples
A study of mythic motifs and themes in oral and early written literature, including Asian, African, and American Indian, as well as Greco-Roman and Teutonic-Norse literature; development of mythic traditions in early and modern societies. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106..

ENG 205. World Literature Through the Renaissance
A study primarily of Western literature, emphasizing the contributions of its greater writers to both the representative culture and the subsequent tradition, through the Renaissance. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 206. World Literature from the 17th Century to the Present
A study of the greatest works and authors of primarily Western literature from the seventeenth to the present century. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 207. Studies in Literature
Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. Title and topic will vary from year to year. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 211. Spelling
A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 212. Vocabulary Building
A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning, and knowledge of common root, prefix/suffix meanings). Specific words are studied. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 213. Pronunciation
An intensive course to improve students' competence and confidence in oral use of language. Word attack skills and specific problem words included. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 220. American Indian Literature (AIS 220)
An introduction to American Indian literature. Texts written, collected or edited by American Indians will be used whenever possible. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 221. Major American Authors
An overview of major trends and movements through a reading of works by such significant writers as Poe, Hawthorne, Melville, Emerson and/or Thoreau, Whitman, Twain, Frost, Hemingway, Faulkner. Reading requirements will include a full-length novel. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 246. Major British Authors
An overview of major trends and movements through a reading of works by significant writers from the Middle Ages to the present, including Chaucer, Shakespeare, Milton, Swift, Pope, Browning, Yeats, and Eliot. Reading requirements will include a full-length novel. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 242. English Usage
Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 243. Sentence Mastery
Practice in imitating various sentence structures to add variety and impact to writing. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 244. Punctuation
Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 277. Creative Writing I
Designed for serious study and practice of various literary forms. As Announced. Credit, 3 semester hours.

ENG 302. Literary Analysis and Interpretation
An introductory study of critical approaches to literature with practice in analyzing and interpreting representative works both in the Anglo-American tradition and in English translation. Fall. Credit, 3 semester hours. PREREQ: Six hours of literature.

ENG 303. Business Communications (MGT 303)
Development of skill in the fundamentals of effective communication and detailed study of principles and application of business letters and business writing, including business reports and other forms of business communication. As announced. Credit, 3 semester hours.

ENG 342. The British Novel
A critical study of the English novel from the eighteenth century to the present, with emphasis on social history and narrative technique. Fall of odd years. Credit, 3 semester hours. PREREQ: ENG 246 recommended.

ENG 343. The American Novel
A critical study of the American novel from its inception to the present, with emphasis on social history and narrative technique. Fall of even years. Credit, 3 semester hours. PREREQ: ENG 221 recommended.

ENG 346. Aspects of the English Language
An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage. Fall. Credit, 3 semester hours.

ENG 354. Modern Drama
A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. As Announced. Credit, 3 sem. hrs. PREREQ: Six semester hours of 200-level literature.

ENG 366. Modern Poetry
A study of poetry with emphasis on British and American writers. As Announced. Credit, 3 semester hours.

ENG 370. Advanced Composition
An upper-division writing course for students majoring in the Humanities and the Social and Behavioral Sciences and anticipating graduate level and professional writing demands. Fall. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 371. English Grammar
A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included. Spring. Credit, 3 semester hours.

ENG 377. Creative Writing II
Designed for serious study and practice of various literary forms. As Announced. Credit, 3 semester hours. PREREQ: ENG 277.

ENG 378. The American West: Myth and Reality (HST 378)
An interdisciplinary study of myth and reality of the American West as developed through film, literature, and history. Although the course will emphasize the events of the period from 1850-1890, it will also attempt to show the influence of the West as a concept down to the present. Spring. Credit, 3 semester hours.

ENG 399. Practicum in Composition Tutoring
A supervised practicum of working as a writing assistant in an appropriate University setting or with students from area schools. Credit, 1-2 semester hours. Maximum, 4 semester hours.

ENG 423, 424. Special Topics in American English
A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, Literary Journalism and American English as a global force. As Announced. Credit, 3 semester hours.

ENG 426. Creative Writing Workshop
This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. Credit, 1-3 semester hours; maximum 6 semester hours. PREREQ: ENG 277 or permission of department Chair.

ENG 450. Seminar in American Indian Literature (AIS 450)
A study of selected topics in American Indian literature. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

ENG 455. Directed Studies Seminar
An independent study project culminating the student's sequence of studies with a substantive research project resulting in major paper or comparable original work. The project is designed by the student and his/her research director. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Permission of instructor.

ENG 457. Shakespeare
An introduction to the Elizabethan Theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major play -- histories, comedies, and tragedies. Fall. Credit, 3 semester hours. PREREQ: ENG 246 recommended.

ENG 465, 466, 467, 468. Seminar in Literature
Study in a small group setting of particular figures or topics in British, American, or World Literature. As part of the seminar experience, each student must make presentations, contribute to class discussion, and write an extended essay incorporating library sources. Fall, Spring. Credit, 3 semester hours. PREREQ: Upper-division standing in the University.

ENG 473. History of American Film I: The Silent Period
This course involves a consideration of the historical development of motion pictures in the United States. It centers on the early decades of the American film experience and concentrates on films made prior to the advent of sound. Numerous silent films depicting various genres and styles will be viewed, discussed, and analyzed. Students will have several opportunities to critique and evaluate relevant films and personalities associated with silent film production. As Announced. Credit, 3 semester hours.

ENG 474. History of American Film II: 1927 to the Present
This course involves a consideration of the historical development of motion pictures in the United States. Cinema as an industry, art form, and cultural force will be evaluated. Students will be assigned several topics relating to the American cinema and people who have been or are currently involved in it. Numerous silent and sound films depicting various genres and styles will be viewed, discussed, and analyzed. As Announced. Credit, 3 semester hours.

ENGLISH EDUCATION (EED)

For a description of English Education programs, see above or consult the Coordinator for Undergraduate English Education.

EED 379. The Teaching of Writing and Speech (6-12)
Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of principles, terminology, research findings, materials, and strategies for teaching writing and speech within an integrated language arts curriculum. Experiences include writing workshops, cooperative unit and lesson planning, oral presentations, word processing and instructional software, tutoring in writing (10 hours), and classroom observations (5 hours). Credit, 3 semester hours.

EED 384. Literature and Reading for Adolescents (6-12)
A survey of literature and reading for adolescents, grades 6-12, incorporating varied approaches to teaching literature and managing the reading program within pluralistic classrooms. Attention will be given to classroom presentations in various literary genres, activities appropriate for students with advanced or deficient reading skills, and early field experiences. Spring. Credit, 3 sem. hrs.

EED 400. Methods of Teaching English in the Secondary School (EDN 400)
Purposes, methods, materials, and evaluation procedures in the licensure area, directed observation in the secondary school; preparation of teaching plans and materials; accelerated. Spring. Credit, 3 semester hours. PREREQ: admission to professional semester..

EED 402. Methods of Teaching Dramatic Literature and Performance
Purposes, methods, materials, and evaluation procedures in the area; directed observation in the secondary school; preparation of teaching plans and materials. Fall. Credit, 3 semester hours. PREREQ: THE 304 recommended.

EED 448. Internship in English in the Secondary School
Provides continuous full-time internship experiences in an off-campus public school setting. Pass/Fail grading. Spring. Credit, 6 sem. hours. PREREQ: admission to professional semester.

SPEECH (SPE)

SPE 100 Interpersonal Communication
Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups. Fall, Spring, Summer. Credit, 3 semester hours.

SPE 101. Fundamentals of Speech
Introduction to the fundamentals of public speaking for the beginning student. Based on classical theory and practice. Fall, Spring, Summer. Credit, 3 semester hours.

SPE 102. Fundamentals of Voice and Diction
Introduction to the fundamentals of Voice and Diction for the beginning student. The course consists of practical exercises designed to introduce the student to General American Speech. Fall, Spring, Summer. Credit, 3 semester hours.

SPE 315. Advanced Voice and Diction
An in-depth study of voice production and articulation. A detailed study of the International Phonetic Alphabet provides means of refining and expanding communication skills. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: SPE 102 or instructor permission

SPE 358. Discussion and Debate
An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. As Announced. Credit, 3 sem. hours.

THEATRE (THE)

THE 162, 163. Play Production
An introduction to the practices of theatre production, including: the plan and function of the physical facility; safety procedures in the scene shop and on stage; appropriate use of both power and hand tools, stage rigging, lighting and sound equipment; and the relationship of all of these to a production. Fall, Spring. Credit, 1 semester hour each.

THE 262, 263; 362, 363; 462, 463. Play Production
A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of the University Theatre. The signed contract will specify the function of the student and be supervised by a faculty member. Fall, Spring. Credit, 1 semester hour each. PREREQ: THE 162 or 163.

THE 164. Stage Make-Up
Theory and practice in the application of make-up for the stage using practical make-up application for class exercises. Spring of alternate years. Credit, 1 semester hour.

THE 165. Stage Costumes
Principles and theories of costume design and construction for theatrical productions. Fall of alternate years. Credit, 1 semester hour. PREREQ: THE 162 or 163.

THE 201. Acting I: Fundamentals
Introduction to fundamental acting concepts, including the understanding of self expression and understanding dramatic texts in terms of goals, obstacles and action. Acting processes are explored through classroom exercises and scene work. Fall, Spring. Credit, 3 semester hours.

THE 233. Stagecraft
Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 162 or 163.

THE 234. Scene Painting
Development of basic and advanced skills in scenic painting techniques through studio projects. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 162 or 163.

THE 235. Stage Management
Theory and practice of stage management in Broadway, regional, community, and educational theaters. To include the stage manager's responsibilities during rehearsals as well as during performances. Spring of alternate years. Credit, 1 semester hour. PREREQ: THE 162 or 163.

THE 250. Introduction to Theatre
Introduction to both Theatre practice and literature; survey of artists of the Theatre and dramatic literature from Ancient Greece to the present. Fall, Spring. Credit, 3 semester hours.

THE 301. Acting II: Characterization
Continued development in areas previously explored. Emphasis on the actor's instrument, including: appearance, speech and movement capabilities, emotional depths, intelligence, mind-body combination, sense of timing, sense of drama and presentational skills. These areas are explored through classroom, exercises and scene and monologue work. Alternate Spring. Credit, 3 semester hours. PREREQ: THE 201.

THE 304. Creative Drama
Principles and practices of organizing and directing creative drama and children's Theatre activities in the classroom and in the community. As Announced. Credit, 3 semester hours. PREREQ: THE 201 recommended.

SPE 315. Voice and Diction
An in-depth study of voice production and articulation. A detailed study of the International Phonetic Alphabet provides a means of refining and expanding communication skills. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: SPE 102 or instructor permission.

THE 322, 323. Special Topics in Theatre
An in-depth study of a selected topic in Theatre or drama determined by the expertise of the instructor and the interests of the students. As Announced. Credit, 1-3 semester hours each. PREREQ: THE 162 or 163 or consent of instructor.

THE 331. Play Direction
Study of the theory and practice of directing for the Theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 162/163; THE 201 or instructor consent.

THE 333. Lighting
Theories and principles of lighting design for theatrical productions. Conceptualization, communication, and execution of design ideas through script analysis, light studies, light plots, and related projects. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 233 recommended. PREREQ: THE 162 or 163.

THE 334. Scene Design
Theory and principles of scene design for the stage. Conceptualization and communication of design ideas through renderings, models, and technical drawings. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 162 or 163; THE 233 recommended

THE 353. Theatre Management
Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management. As Announced. Credit, 3 semester hours.

THE 360. History of the Theatre: The Beginning to 1642
Study of the theatre, both its physical form and literature from the beginnings of 1642. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 250 or instructor consent.

THE 361. History of the Theatre: 1642 to the Present
Study of the theatre, both its physical form and literature from 1642 to the present. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 250 or consent of instructor.

THE 401. Acting III: Styles
Continued development in areas previously explored. Emphasis on auditioning skills, including: developing initial skill in the understanding of how to audition, cold and prepared readings, period styles and developing initial skill in the understanding and expression of formal/heightened language and movement. Alternate Spring. Credit, 3 semester hours. PREREQ: THE 301.

EED 402. Methods of Teaching Dramatic Literature and Performance
(see ENGLISH EDUCATION)

THE 421. Performing Arts Administration
Studies in fiscal, administrative, and legal principles of management as they apply to the performing arts. As Announced. Credit, 3 semester hours. PREREQ: THE 353.

THE 453. Directed Practicum in Advanced Theatre Problems I
Credit is obtained by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 G.P.A. in major and consent of instructor.

THE 454. Directed Practicum in Advanced Theatre Problems II
Credit earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major and consent of instructor.

FOREIGN LANGUAGES (FRH, GER, ITL, SPN)

A student presenting two or more units in a high school language course and wishing to continue the study of that language should, after having satisfactorily passed a review of proficiency in the language, register in the course for which the student is qualified.

FRENCH (FRH)

FRH 131, 132. Elementary French I, II
The sequence of 131-132 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

FRH 231, 232. Intermediate French I, II
Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. Fall, Spring. Credit, 3 semester hours. PREREQ: FRH 131, 132 or two units of high school French.

FRH 255, 256. French Conversation and Composition
Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Fall (256), Spring (255). Credit, 3 semester hours.

FRH 321, 322. Study of French Literature
Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. Fall (321), Spring (322). Credit, 3 semester hours. PREREQ: FRH 231, 232 or permission of instructor.

FRH 361. French Civilization and Culture
A course designed to give students a better understanding of the history and civilization of French and other French-speaking countries and to increase their knowledge of the general French culture. As Announced. Credit, 3 semester hours. PREREQ: FRH 231 or its equivalent.

FRH 451. Study Abroad: Study Tour in France
A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Permission of instructor.

GERMAN (GER)

GER 131, 132. Elementary German I, II
The sequence of 131-132 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

GER 231, 232. Intermediate German I, II
Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German civilization. Fall, Spring. Credit, 3 semester hours each. PREREQ: GER 131, 132 or 2 units of high school German.

ITALIAN (ITL)

ITL 131, 132. Elementary Italian I, II
The sequence 131-132 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours each.

SPANISH (SPN)

SPN 131, 132. Elementary Spanish I, II
The sequence 131-132 introduces Spanish grammar and vocabulary and some aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

SPN 231, 232. Intermediate Spanish I, II
The sequence 231-232 develops increased competence in aural comprehension, speaking, reading, and writing and reviews Spanish grammar. Fall, Spring. Credit, 3 semester hours. PREREQ: SPN 131, 132, or two units of high school Spanish.

SPN 255, 256. Spanish Conversation and Composition I, II,
Intensive practice in oral and written Spanish, based on Latin American and Spanish cultural and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Fall. Credit, 3 semester hours.

SPN 321. Survey of Literature of Latin America I
Masterpieces of Latin American literature from Colonization to Romanticism as an outgrowth of Latin American history and civilization. Fall. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 322. Survey of Literature of Latin America II
Masterpieces of Latin American literature from Post-Romanticism to the present as an outgrowth of Latin American history and civilization. Spring. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 331. Survey of Literature of Spain I
Masterpieces of Spanish literature from Middle Ages to Golden Age as an outgrowth of Spanish history and civilization. Fall. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 332. Survey of Literature of Spain II
Masterpieces of Spanish literature from the eighteenth, nineteenth and twentieth centuries as an outgrowth of Spanish history and civilization. Spring. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 361. Civilization and Culture of Latin America
A course designed to give students a better understanding of the history and civilization of Latin America and to increase their knowledge of general Hispanic culture. Fall. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 362. Civilization and Culture of Spain
A course designed to give students a better understanding of the history and civilization of Spain and to increase their knowledge of general Hispanic culture. Spring. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 451. Study Abroad
A trip designed to acquaint students with various aspects of Latin American or Spanish life and civilization through visits to places of historical and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Permission of instructor.

GRADUATE COURSES

For information about courses leading to a Master of Arts in English Education (M.A.), see the Graduate Programs section of this catalog.

HISTORY

Chair: Robert W. Brown

Manuel A. Conley
Weston F. Cook, Jr.
Bruce J. DeHart
David K. Eliades*
Kathleen C. Hilton**
Jerome A. McDuffie
J. Mark Thompson
Kathleen R. Zebley

*American Studies Program Coordinator
**Social Studies Education Coordinator
**Social Studies Education Graduate Director

History is an intellectually liberating discipline and a core component of a liberal arts education. Through the study of the political, social, and cultural aspects of the modern world and the rise, flourishing, and decline of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter military or government service, or seek employment in other professions or the business world. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

Programs of study offered by the Department of History include a major and a minor in History, a licensure program in Secondary Social Studies Education, a 6-9 Social Studies teaching area for Middle Grades licensure candidates, and an Academic Concentration in History for prospective teachers. The Department also coordinates a major, a minor, and an Academic Concentration in American Studies. At the Graduate level, the Department coordinates a Master of Arts in Education (M.A. Ed.): Social Studies Education.

Each History major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language and take History 451 (Senior Seminar).

Additional information about the History department and its programs is available on the Department's Web Page (http://www.uncp.edu/history/).

BACCALAUREATE DEGREE PROGRAMS IN HISTORY, SOCIAL STUDIES EDUCATION, AND AMERICAN STUDIES

BACHELOR OF ARTS IN HISTORY

Requirements for a Bachelor of Arts Degree in History	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Basic History (100 and 200 level courses)	12
Four courses from HST 101, 102, 114, 115, 210	
Advanced History (300 and 400 level courses)	25
Option 1: Two courses each from the American and European areas; one course from the Asian, African, and Latin American area; HST 300; HST 435 or HST 451; and two electives.	
Option 2: Approval of Contract by the Chair: HST 300, HST 435, HST 451; 6 approved 300-400 level electives.	
Electives	38
	Total: 120

* Six semester hours of history can be counted under General Education.

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES LICENSURE

Coordinator: Kathleen Hilton

The Department of History offers a program of study that prepares students for licensure by the North Carolina State Department of Public Instruction as teachers of the Social Studies in grades 9-12. This program has four major components: General Education, the History major, a collateral requirement in the Social Sciences, and Professional Education course work. Licensure candidates must complete satisfactorily the General Education requirements of the University and the requirements for a B.A. in History established by the Department. The History major for licensure candidates, although identical with the major followed by non-licensure History majors in structure and the number of hours required, requires the prospective teacher to take courses that specifically prepare one to teach History in a secondary school setting. Accordingly, the History major for licensure candidates identifies certain courses as required and designates the courses from which the student may choose electives. Licensure candidates must also satisfy the Social Sciences requirement, the Professional Education requirements needed for licensure, and the competency requirements established by the State Board of Education. Additionally, students seeking admission to this program must meet the criteria (see Teacher Education Program) for admission to the Teacher Education program and for admission to the Professional Semester. Students planning to earn a Bachelor of Arts in History: Secondary Social Studies Education should, therefore, be aware that this program requires preparation in addition to that required for the Bachelor of Arts in History without licensure. Except for courses listed as professional credits for teacher licensure, the additional courses required in the Secondary Social Studies Education program, when overlap or duplication occurs, may also satisfy the General Education requirements of the University. **Students seeking Secondary Social Studies licensure must meet with the Social Studies Education Program Coordinator in the History Department before registering for any courses.**

Requirements for Bachelor of Arts in History: Secondary Social Studies Licensure	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
History Requirements	30-36*
Basic History (100 and 200 level courses) HST 101, 102, 114, and 115	12
Advanced History (300 and 400 level courses)	24
Six semester hours from HST 305, 306, 310, 314, 315, 316, 341, 361, 362, 380, 382, 394, 407, 410, and 413.	
Six semester hours from HST 321, 323, 327, 329, 332, 421, 422, 427, 430, 432, and 433.	
Six semester hours from HST 344, 351, 372, 373, 374, 375, 384, 386, 445, and 446.	
HST 435 or HST 451	
Guided Elective: HST 317	
Social Sciences Requirement**	18-30**
ECN 202 and 203; GGY 102 or 200; PLS 101; SOC 201; SOC 105; SSE 300 and 365.	
Six additional semester hours in two of the following fields: economics, geography, or political science. PSY 101 and an additional sociology course are also strongly recommended. Courses listed as directed research, field work, independent study, and internship cannot be used to satisfy this requirement.	
Professional Education	22
EDN 227(302), 308, 350, 419, 430; SSE 400, 448	
Electives	13-0
	Total: 128-133

* Six semester hours of history can be counted under General Education.
** Twelve semester hours of social sciences can be counted under General Education.

BACHELOR OF ARTS IN AMERICAN STUDIES

Coordinator: David K. Eliades

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

Requirements for a Bachelor of Arts Degree in American Studies	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements	36
Core Requirements	12
HST 101 and 102	6
American Studies Comprehensive Seminar, AST 201	3
American Studies Focused Seminar, AST 401	3

Cultural Studies Elective Courses (Choose two courses in each category)		24
Aesthetic Courses	6	
ART 426; ENG 221, ENG 343; MUS 235		
Ethnic/Gender Courses	6	
AIS 201, 210, 213, 220, 301, 401 (relevant topic only)*, AIS 402, 427, 450; HST 361, 362, 380, 245, 407		
Historical Courses	6	
HST 305, 306, 310, 314, 315, 316, 341, HST 382, 406, 410, 435 (relevant topic only)*		
Social Science Courses	6	
AIS 105; GGY 372, 377; PHI 211; REL 209, 310; PSPA 101, 201, 202, 301, 304, 305, 306, 310; SOC 303, 312, 329, 396		
Electives		39
		Total: 120

*Permission of the American Studies Coordinator is required *before* topics course may be used to meet the requirements for the BA degree in American Studies.

American Studies majors should take the comprehensive seminar, American Studies 201, during either their sophomore or junior years. It will focus on the basic tenets and methodology of American Studies as a discipline and on the interrelationships among the various facets and forces behind American culture in a given period of history.

American Studies majors should take the focused seminar, American Studies 401, during their senior year. This capstone course will culminate and synthesize their American Studies major. It is expected that students will study and analyze a relevant and significant topic from the American Studies perspective.

Students planning to major in American Studies must consult with the American Studies Coordinator in the Department of History.

ACADEMIC CONCENTRATIONS

Academic Concentration in History

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the History Department offers an Academic Concentration in History. This Academic Concentration is available to other students, regardless of major. This Concentration of 24 semester hours offers the prospective teacher both breadth and depth of study. The required Core Courses (15 semester hours) in American History, North Carolina History, and World Civilizations I and II provide a solid foundation of knowledge. The Elective Courses (9 semester hours) provide each student with the opportunity to select advanced History courses in areas of personal or professional interest. Six semester hours of this Academic Concentration count toward the University's General Education requirements. **Students seeking licensure to teach in the public schools of North Carolina are encouraged to select courses dealing with modern history.**

Academic Concentration in History	**Sem. Hrs.**
Required Core Courses	15
HST 101, 102, 114, 115, 317	

Elective Courses: 9

The student chooses, **with the consent of his/her advisor**, three (3) courses from the following: HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344, 361, 362,372, 373, 374, 375, 380, 382, 384, 386, 394, 407, 410, 413, 421, 422, 427, 430, 432, 433, 445, and 446.

Students seeking Middle Grades (6-9) licensure in the Social Studies must complete, in addition to the Academic Concentration, a program of collateral courses in the Social Sciences. See below for information concerning Middle Grades licensure in Social Studies.

Academic Concentration in American Studies

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the History Department coordinates a multidisciplinary Academic Concentration in American Studies. This Academic Concentration is available to other students, regardless of major. The required Core Courses (12 semester hours) provide an essential foundation and an introduction to the discipline of American Studies. The Cultural Studies Elective Courses (12 semester hours) require students to select from four multidisciplinary categories for breath of knowledge.

Academic Concentration in American Studies	**Sem. Hrs.**
Required Core Courses	12
AST 201, 401; HST 101, 102	
Cultural Studies Elective Courses*	12
1 Aesthetic Elective	
1 Ethnic/Gender Elective,	
1 Historical Elective,	
1 Social Science Elective	
	Total: 24

*Students should see the description of the **American Studies Major** for further information. **Students planning to pursue an Academic Concentration in American Studies should consult with the American Studies Coordinator in the Department of History.**

MIDDLE GRADES (6-9) LICENSURE IN SOCIAL STUDIES

The Social Studies Program (Grades 6-9) provides the prospective Middle Grades teacher with a balanced interdisciplinary program of study in History and the Social Sciences. Designed specifically to meet the guidelines established by the North Carolina Department of Public Instruction and to prepare licensure candidates to teach the Social Studies subjects prescribed for the public schools of North Carolina, the comprehensive program features study in Anthropology, Economics, Geography, History, Political Science, and Sociology.

Students seeking Middle Grades (6-9) Licensure in the Social Studies must consult the Social Studies Education Program Coordinator in the History Department before registering for either history or social science courses.

For students who select an Academic Concentration in History, the Middle Grades (6-9) licensure program in the Social Studies consists of two parts: the Academic Concentration in History and collateral courses in the Social Studies that satisfy State Department of Public Instruction guidelines. Eighteen hours of the coursework required for this program may be applied to the University of North Carolina at Pembroke's General Education requirements.

Academic Concentration in History (24 hours)	**Sem. Hrs.**
Required Core Courses	15
HST 101, 102, 114, 115, 317	
Guided Elective Courses (9 sem hrs):	9

The student, **after consultation with the Social Studies Education Program Coordinator**, will choose three (3) courses from the following. HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344, 361, 362, 372, 373, 374, 375, 380, 382, 384, 386, 394, 407, 410, 413, 421, 422, 427, 430, 432, 433, 445, and 446.

Collateral Courses in the Social Sciences (18 sem hrs):	**Sem. Hrs.**
ECN 100, 202*, or 203*	3
PLS 100 or PLS 101*	3
GGY 102 or 200 and GGY 115	6
SOC 105, 201	6
SSE 365	3

*These courses are the strongly preferred options.

Students who select a social science Academic Concentration other than History and who seek Middle Grades (6-9) Licensure in the Social Studies, should consult the Social Studies Education Program Coordinator in the History Department before registering for either History or Social Science courses.

Combined Licensure (6-9, 9-12)

Students seeking Middle Grades (6-9) Licensure in the Social Studies may wish to consider combining it with 9-12 Social Studies licensure. With careful planning and advisement, a student will be able to complete both programs, thereby enhancing his/her prospects for employment. **Students interested in combining 6-9 Social Studies Licensure with 9-12 Licensure in the Social Studies should consult the Social Studies Education Program Coordinator in the History Department.**

MINORS

Requirements for a Minor in History

18 hours of history, of which 12 hours must be in 300 and 400 level courses.

Requirements for a Minor in American Studies	**Sem. Hrs**
Core Requirements	12
AST 201, AST 401, HST 101, HST 102	
Cultural Studies Elective Courses	6
Any two designated American Studies elective courses	
	Total: 18

Students should see the description of the **American Studies Major** for further information.

COURSES

AMERICAN STUDIES (AST)

AST 201. In Search of Our National Identity: An Introduction to American Studies
An introduction to the field of American Studies through investigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture. Exploration of the theme of a national culture will be central to this course. Fall or Spring. Credit, 3 sem. hrs.

AST 401. American Studies Senior Seminar
A capstone course through which American Studies majors are able to bring together, assimilate, and synthesize information learned from their core and interdisciplinary courses. Students will be provided a more in-depth study of the theories, methodologies, and literature in the field, as well as an opportunity to apply their own knowledge and understanding to a variety of topical issues. Spring or Fall. Credit, 3 semester hours.

HISTORY (HST)

GENERAL EDUCATION COURSES

HST 101. American Civilizations to 1877
A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 102. American Civilizations since 1877
A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 114. World Civilizations to 1500
A survey of the birth and diffusion of world civilizations from "pre-history" to 1500, with attention to major cultural, social, economic, and political trends within each civilization. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America, and interactions between or among civilizations are stressed. Fall, Spring, Summer. Credit, 3 semester hours.

HST 115. World Civilizations since 1500
A survey of world civilizations from 1500 to the present, with attention to major cultural, social, economic, and political trends within each civilization. Emphasis is given the interaction between an expanding European civilization and non-Western civilizations in Africa, Asia, and Latin America. Fall, Spring, Summer. Credit, 3 semester hours.

HST 210. History of the American Indian (AIS 210)
A survey of North American Indian history from arrival in the Western Hemisphere to the present with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

UNITED STATES AND CANADIAN HISTORY

HST 305. United States History: The Colonial Period, 1607-1763
A study of the American colonial experience to the end of the French and Indian War. Fall. Credit, 3 semester hours.

HST 306. United States History: The Revolutionary and Early National Period, 1763-1844
A study of the major political, economic, social, and cultural developments from 1763 to 1844. Spring. Credit, 3 semester hours.

HST 310. United States History: Sectionalism, Civil War, and Reconstruction, 1844-1877
A thematic and topical study of American history from 1844 to 1877 with an emphasis on sectionalism, the Civil War, and Reconstruction. Spring. Credit, 3 semester hours.

HST 314. United States History: The Gilded Age and Progressivism, 1877-1912
An analysis of political, economic, and social conditions from 1877-1912. Fall, Spring. Credit, 3 semester hours.

HST 315. United States History: War, Prosperity, and Depression, 1912-1945
An analysis of political, economic, and social conditions from 1912-1945. Fall, Spring. Credit, 3 semester hours.

HST 316. United States History: Recent America, 1945-Present
An analysis of political, economic, and social conditions since 1945. Fall, Spring. Credit, 3 semester hours.

HST 317. History of North Carolina
A study of selected phases of the development of North Carolina from its colonial beginnings to the present. Fall, Spring. Credit, 3 semester hours.

HST 341. U.S. Economic History (ECN 341)
A thematic study of the economy of the United States from colonization to the present. Spring. Credit, 3 semester hours.

HST 361. African-American History to 1863
A study of African-American history with special emphases on the origins of modern slavery, the development of slavery in the United States, and the evolution of African-American life and cultures from 1619 to Emancipation. Fall or Spring. Credit, 3 semester hours.

HST 362. African-American History from Emancipation to the Present
A study of African-American history from Emancipation to the present with special emphases on the rise of debt peonage among African-Americans, the formation of the northern ghetto, and the Civil Rights movement. Fall or Spring. Credit, 3 semester hours.

HST 378. The American West: Myth and Reality (ENG 378)
An interdisciplinary study of the American West through films, literature, and history. Although the course will emphasize the events of the period from 1850 to 1890, it will also attempt to show the influence of the West as a concept down to the present. Spring. Credit, 3 semester hours.

HST 380. Women and the Development of U.S. Society
An in-depth study of U.S. women's history from the colonial period to 1870. Fall. Credit, 3 semester hours.

HST 382. Growing Up American
An historical investigation of continuity and change in childhood as a life stage, with emphasis on patterns in the experience of growing up in the United States and the social construction of adolescence during the 20th Century. Spring. Credit, 3 semester hours.

HST 394. History of Canada
A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth. Fall, Spring. Credit, 3 semester hours.

HST 406. U.S. Military History (MSC 421)
A survey of American military policies and operations from 1776 to the present with emphasis on World War II, the Cold War, Korea, and Viet Nam. Fall or Spring. Credit, 3 semester hours.

HST 407. Women in U.S. History, 1870-Present
An exploration of significant aspects of continuity and change in U.S. women's education, health care, family roles, employment options, and political participation since 1870. Spring. Credit, 3 semester hours.

HST 410. U.S. Social History
A study of the evolution of American society from colonial times to the 20th century, including emphasis on patterns of daily life, social structure, and reform movements. Fall or Spring. Credit, 3 semester hours.

HST 413. History of U.S. Foreign Policy
A study of the major trends, issues, and problems in U.S. foreign policy. Fall, Spring. Credit, 3 semester hours.

EUROPEAN HISTORY

HST 321. Ancient History
A survey of ancient history from the beginnings of civilization to A.D. 500. Fall. Credit, 3 semester hours.

HST 323. The Middle Ages
A survey of the development of western cultures from the fall of Rome to the Renaissance. Fall. Credit, 3 semester hours.

HST 327. Early Modern Europe, 1500-1789
A survey of European history from the Renaissance to the French Revolution. Fall. Credit, 3 semester hours.

HST 329. Revolution, Liberalism, and Nationalism in Europe, 1789-1914
A survey of European civilization from the French Revolution to the outbreak of the First World War. Spring. Credit, 3 semester hours.

HST 332. Twentieth Century Europe
A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism. Spring. Credit, 3 semester hours.

HST 337. Modern European Economic and Social History
A survey of the European economy and social classes from the birth of capitalism to the present. Fall, Spring. Credit, 3 semester hours.

HST 417. Modern English History
A survey of the major English history developments from the Tudor Dynasty (1485) to the present. Fall, Spring. Credit, 3 semester hours.

HST 421. History of Modern Germany, 1866 to the Present
An analysis of German history from Bismarck to the present, with special emphasis on the unification of Germany, the two world wars, the Nazi Revolution, and the problem of a united Germany. Fall, Spring. Credit, 3 semester hours.

HST 422. The Second World War
A thorough investigation of the origins and course of the Second World War in both the European and Pacific Theaters, with emphasis on the ideological, diplomatic, strategic and military developments that shaped the conflict. Fall, Spring. Credit, 3 semester hours.

HST 427. Modern European Cultural History
A study of the lives and works of selected thinkers, writers, and artists who represent the European cultural and intellectual tradition from the Renaissance to the present. Emphasized are the Renaissance, the Reformation, the Enlightenment, movements of thought during the 19th century, and the crisis of European culture which begin at the end of the 19th century. Fall or Spring. Credit, 3 semester hours.

HST 430. Nazi Germany (1933-1945)
An interdisciplinary history and analysis of Nazi Germany (1933-1945), emphasizing aspects of political, social, cultural, and intellectual life as well as the legacy of Nazism, including historiography. Credit, 3 semester hours.

HST 432. A History of Imperial Russia from 1682 to 1917
An examination of Russia's political, social, economic, and cultural development from the reign of Peter the Great to the fall of the Romanovs in February 1917. Fall, Spring. Credit, 3 semester hours.

HST 433. A History of Russia Since 1917
An examination of Russia's development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism. Fall, Spring. Credit, 3 semester hours.

ASIAN, AFRICAN, AND LATIN AMERICAN HISTORY

HST 344. History of the Modern Far East
A history of China, Japan, and Korea, with special attention to the problems of modernization. Fall, Spring. Credit, 3 semester hours.

HST 345. The United States and the Far East
A study of the major factors and the processes concerning American involvement in the Far East from the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region. Fall or Spring. Credit, 3 semester hours.

HST 372. History of South Asia
A study of the Indian subcontinent with an emphasis on cultural, social, and economic aspects; the Moslem and Mogul eras; the British period; and events since 1945. Fall. Credit, 3 semester hours.

HST 373. Comparative Asian Civilizations
A comparative survey of the development of Asian civilizations from the Neolithic Age to the present. Fall or Spring. Credit, 3 semester hours.

HST 374. History of Islam
An historical study of the development and growth of Islam from its origins to the present with an emphasis on its expansion into Asia, North Africa, sub-Sahara Africa, and Eastern Europe. Fall or Spring. Credit, 3 semester hours.

HST 375. History of Sub-Sahara Africa
An exploration of the political, social, and economic history of sub-Sahara African civilizations from antiquity to the present. Fall or Spring. Credit, 3 semester hours.

HST 384. Colonial Latin America
An examination of the Spanish and Portuguese Empires in the Western Hemisphere through the wars for independence. Fall. Credit, 3 semester hours.

HST 385. Indians of Latin America (AIS 324)
A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

HST 386. Latin America Since Independence
An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in world affairs. Spring. Credit, 3 semester hours.

HST 445. Pre-Modern Middle East
A history of the Middle East from 500 to 1730 AD. Significant topics will include the birth of Islam, the Arab empires, Medieval political, economic, and intellectual developments, the Crusades, the rise of the Ottoman and Safavid Empires, and the impact of European modernization on the early modern Middle East. Credit, 3 semester hours.

HST 446. History of the Modern Middle East
A study of the major trends and issues in the Middle East in the modern world. Fall, Spring. Credit, 3 semester hours.

TOPICS IN HISTORY AND SEMINARS

HST 300. Introduction to the Study of History
An introduction to key historical concepts and skills, such as the nature and types of History; historical periodization; the reading and analysis of primary and secondary sources; research, writing, and documentation styles; the basic use of computers for historical research and writing; and History as a profession. The course is required for History majors, and it should be taken as soon as possible after the major is declared. Fall, Spring. Credit, 1 semester hour.

HST 435. Topics in History
This course will focus on one topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. May be taken only once on the same topic for credit. Fall, Spring. Credit, 3 semester hours.

HST 451. Senior Seminar
A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. Fall. Credit, 3 semester hours. PREREQ: 2.0 QPA in history courses taken, and completion of 15 hours of advanced history courses.

SPECIAL ADVANCED COURSES

HST 370. Introduction to Public History
An introduction to the operation and problems of historical agencies, problems of preservation and exhibition, archives management, historical editing and publishing, historical sites, and the techniques and processes of public history. Fall. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 399. Directed Reading in History
Directed reading under the guidance of instructor. Fall, Spring. Summer. Credit, 1-3 semester hours. PREREQ: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

HST 402. Colloquium: Selected Topics in American History
An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 426. Colloquium: Selected Topics in European History
An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 455. Historical Sites Study
A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Cannot be used to satisfy requirements for history major. Summer. Credit, 2-6 semester hours. PREREQ: Permission of instructor.

HST 483. Workshop: Selected Topics in History
A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an in-depth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Summer. Credit, 3 semester hours.

HST 499. Independent Study in History
Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only for senior history majors with the approval of the Chair of the Department. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Permission of the Department.

SOCIAL STUDIES EDUCATION (SSE)

The courses in Social Studies Education are designed to help prospective teachers develop the competencies needed in the classroom. These courses should be taken only after the student has given careful consideration to career objectives. The Social Studies Education courses are not history courses; they cannot be used to meet history requirements.

SSE 300. Introduction to Teaching Social Studies
A survey of past and present trends in social studies education; an introduction to the social studies curriculum and instructional technology, including current computer applications; and a minimum of 25 hours of early field experiences for prospective social studies teachers. Credit, 3 semester hours. PREREQ: EDN 227(302) and 15 semester hours in history and social sciences with a 2.5 average (QPA). *Required of history majors seeking licensure.*

SSE 365. Content and Techniques of Social Studies
A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). The student is required to review representative print, audio, and software curriculum materials and integrate the concepts, sources, methods, and technologies appropriate for the 6-9 or 9-12 social studies curriculum. Credit, 3 semester hours. PREREQ: EDN 227(302), fifteen semester hours in history, and formal admission to the Teacher Education Program or permission of the instructor. *Required of secondary and middle grades social studies licensure candidates.*

SSE 400. Methods of Teaching Social Studies (EDN 400)
Materials and basic teaching strategies employed in teaching social studies. Fall, Spring. Credit, 3 semester hours. PREREQ: SSE 300, 365 and 30 hours in history with a 2.5 quality point average. *Required of history majors seeking licensure.*

SSE 448. Internship in Social Studies in the Secondary School
Provides continuous full-time teaching internship experiences in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours. PREREQ: SSE 400.

MASTER OF ARTS IN EDUCATION (M.A.Ed.): SOCIAL STUDIES EDUCATION

In addition to courses of study listed in this section, the Department of History coordinates a Master of Arts in Education: Social Studies Education degree and offers graduate courses in Social Studies Education and History for this and other M.A. Ed. programs. See the Graduate Programs section of this catalog for a description of these programs and courses.

MATHEMATICS AND COMPUTER SCIENCE

Chair: Gilbert L. Sampson*

Donald E. Beken
William Campbell
Leonard Casciotti
Joseph W. Goldston
Linda Hafer
Mary Klinikowski
Raymond Lee
Leszek Piatkiewicz
William Truman
Guo Wei
Laszlo Zsilinszky

*Mathematics Education Coordinator

Mathematics has been central to human achievement for over three thousand years. Important to both man's intellectual achievements and his technological advancements. Many of the theoretical studies in mathematics have evolved and have been refined over a long period of time. Many of the practical aspects of mathematics have become evident with the advancement of calculators and computers. Computer technology is assuming a major role in society. Clearly, the computer revolution has just begun. Many of the problems computer scientists and others will be expected to solve in decades to come have not yet been considered. As such, computing has evolved into a science covering the study of languages, programming, and theoretical concepts. The Department offers courses covering both the intellectual and practical sides of mathematics, the ground between, and digital computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in either Mathematics or Computer Science or a Master of Arts in Education; Mathematics Education (M.A.Ed.). The Mathematics major also may choose to gain licensure to teach mathematics at the secondary level, or to follow a track in computer science. The computer science major may also acquire concentrations in mathematics, chemistry, physics, or business. The Department offers minors in both mathematics and computer science and also cooperates with the Education Department in offering a concentration in mathematics for Middle Grades Education majors.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics and computer science is especially urged to consult with the Department Chair prior to registering for General Education courses. All majors choose advisors and are urged to consult with them periodically in order to plan and carry out their program of study.

Most non-majors fulfill the General Education requirements in mathematics by taking one of MAT 105, 107 or 108. Well-prepared students may select MAT 109 or 221 for this purpose. *Students who plan a major in mathematics should consult with the Department Chair prior to registering for General Education courses.*

BACHELOR OF SCIENCE IN MATHEMATICS

Requirements for a Bachelor of Science Degree in Mathematics:

Major in Mathematics	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Prospective Mathematics Majors should start with MAT 109 and CSC 202 as their General Education courses in mathematics. MAT 107 & MAT 108 or MAT 221* may be used in place of MAT 109	
Major Requirements	
MAT 220, 221, 222, 315, 316, 325, 431, CSC 202, and 12 additional sem. hrs. of advanced mathematics (PHY 336 may count for 3 hours)	39
Electives	36
	Total: 120

*If MAT 221 is used for General Education, an additional 300-level or above mathematics course is required.

Requirements for a Bachelor of Science Degree in Mathematics with Licensure by the state to Teach Mathematics at the Secondary Level (see Teacher Education Program) This program was approved by the National Council for Teachers of Mathematics.

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
NOTE: Prospective Mathematics Majors should start with MAT 109 as their General Education course in Mathematics. MAT 107 and MAT 108 or MAT 221* may be used in place of MAT 109.	
Major Requirements	
MAT 220, 221, 222, 315, 316, 325, 328, 411, 431, and six additional semester hours of advanced mathematics	36
Math Education: MAT 250, 402, CSC 202, 405	11
Professional Education Requirements	
EDN 227(302), 308, 350, 419, 430; MAT 400. 449	27
Electives	8
	Total: 127

*If MAT 221 is used for General Education, an additional advanced mathematics course (300 or above) is required.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Requirements for a Bachelor of Science Degree in Computer Science

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Note: Prospective Computer Science Majors should start with MAT 109 as their first General Education mathematics course. MAT 107 and MAT 108 or MAT 221 may be used in place of MAT 109	
Major Requirements	41
CSC 155, 215, 255, 275, 325, 355, 365, 375, 395; MAT 221,* 222, 315, 328.	
Four courses from one of the following categories:	12-14
Category I: Computer Theory	
Both: CSC 415, 435	
two courses selected from CSC 425, 445, 465, MAT 327, PHY 356	
Category II: Computer Information Systems	
Both: CSC 385, 455;	
two courses selected from CSC 465, MGT 307, 308	
Category III: Computer Engineering	
CSC 200 or CSC 205 and one of CSC 415 or 435;	
two courses from PHY 200, 201, 356, EGR 205	
Electives	20-22
	Total: 120

*If MAT 221 is used for General Education, an additional advanced mathematics course, 300 or above is required. (MAT 316 is recommended)

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Mathematics

	Sem. Hrs.
MAT 109 (MAT 107 & MAT 108 may substitute for MAT 109)* MAT 221, 222, 315, 325, 328, 411, CSC 202	27

*MAT 107 and 108, or MAT 109, count toward General Education

MIDDLE GRADES LICENSURE IN MATHEMATICS

Requirements for Licensure in Mathematics for the B.S. in Middle Grades Education (6-9) This program was approved by the National Council for Teachers of Mathematics.

	Sem. Hrs.
MAT 107 and 108 or MAT 109, MAT 210, 215, 250, 315, 325, 400, 402, 411, CSC 202 If a student chooses a Mathematics Academic Concentration, then MAT 221, 222, and 328 substitute for MAT 210 and 215 in Middle Grades (6-9) licensure.	31-33

MINORS

Requirements for a Minor in Mathematics	**Sem. Hrs.**
MAT 221, 222, 315, 316; and three additional hours selected from advanced mathematics courses (300 or above)	18

Requirements for a Minor in Computer Science	**Sem. Hrs.**
CSC 155, 215, 255, 275; one course from CSC 325 or 355; and at least one additional course from CSC 201, 325, 355, 365, 375, or 385	18

*Students who plan a major in Computer Science should consult with the Department Chair prior to registering for General Education courses.

COURSES

MATHEMATICS (MAT)

MAT 104. Fundamentals of Mathematics
A study of topics in algebra that are essential for success in college algebra (MAT 107). Content includes solving of linear equations and inequalities as well as systems of linear equations and inequalities. Topics from geometry, polynomials, factoring, rational expressions, and radicals are also studied. (This course does not count toward graduation requirements. Most students will be placed in this course by scores on the Mathematics Placement Test.) Fall, Spring. Credit, 3 semester hours.

MAT 105. Introduction to College Mathematics
Topics from mathematics including sets, logic, algebra, graphs, and functions, systems of linear equations and inequalities, geometry, probability and statistics. Applications of mathematical concepts. Problem solving is emphasized. Fall, Spring, Summer. Credit 3 semester hours. (Credit for MAT 105 will not be allowed if the student has previously received a grade of C or better in a math course with a higher catalog number unless the course is being taken to replace a grade.) PREREQ: MAT 104 or appropriate score on the Mathematics Placement Examination.

MAT 107. College Algebra
A study of the real numbers, algebraic expressions and sets. First and second order equations, and first order inequalities and their graphs. Functions, exponents and logarithms. Fall, Spring, Summer. Credit, 3 semester hours.

MAT 108. Plane Trigonometry
Angular measure, solution of right triangles, trigonometric function values of any angle, fundamental trigonometric relations, graphs of the trigonometric functions, solution of oblique triangles, and logarithmic solution of triangles. Fall, Spring, Summer. Credit, 3 sem. hours. PREREQ: MAT 107.

MAT 109. College Algebra and Trigonometry
Real and complex numbers, set, inequalities, functions and their graphs; polynomials, rational functions, and algebraic functions; exponential, logarithmic, and trigonometric functions. Analytic geometry. Fall, Spring. Credit, 4 semester hours.

MAT 118. Finite Mathematics
Set theory, symbolic logic, permutations and combinations, probability, conditional probability, matrices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: MAT 107 or equivalent.

MAT 210. Introduction to Statistics
Elementary statistics, descriptive and inferential. Graphing data sets, finding measures of center, position, and dispersion. Probability, linear regression and correlation. Central Limit Theorem, sampling and hypothesis testing, including z-tests, student's tests, F-test, Chi-Square, and ANOVA. The use of calculators and computers is an integral part of the course. Fall, Spring. 3 semester hours. Recommended PREREQ: MAT 107 or equivalent.

MAT 215. Calculus with Applications
Required For: Biology Majors. Not open to Mathematics Majors.
A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multi-variant Calculus will also be included. Fall, Spring. Credit, 4 semester hours. PREREQ: MAT 107 or MAT 109 or equivalent.

MAT 220. Point Set Theory
Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. Mathematics majors should take this course concurrently with Calculus I or Calculus II. Spring. Credit, 3 sem. hours. PREREQ: MAT 107 or MAT 109 or equivalent.

MAT 221. Calculus I
Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: MAT 107 and MAT 108, or MAT 109, or equivalent.

MAT 222. Calculus II
A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: MAT 221.

MAT 250. Introduction to Teaching Mathematics in the Secondary Schools
Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. Spring. Credit, 2 semester hours. PREREQ: EDN 227(302), MAT 221.

MAT 315. Linear Algebra I
An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 316. Intermediate Calculus
Selected topics from Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multi-variable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. Fall, Spring. Credit, 4 semester hours. PREREQ: MAT 222.

MAT 317. Linear Algebra II
Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. As announced. Credit, 3 semester hours. PREREQ: MAT 315.

MAT 322. Differential Equations
An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. Spring. Credit, 3 semester hours. PREREQ: MAT 316.

MAT 325. Algebra I
Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. Spring. Credit, 3 semester hours. PREREQ: MAT 315.

MAT 326. Algebra II
Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. Fall. Credit, 3 semester hours. PREREQ: MAT 325.

MAT 327. Numerical Analysis
An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. Spring. Credit, 3 semester hours. PREREQ: MAT 315, 316, and one high level programming language.

MAT 328. Probability and Statistics I
Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristics functions. Binomial, Poisson, and normal distributions. Central limit theorems. Fall. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 330. Probability and Statistics II

MAT 330. Probability and Statistics II
Introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, confidence intervals, hypothesis testing, regression theory and applications. Spring. Credit, 3 semester hours. PREREQ: MAT 316, 328.

MAT 400. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (EDN 400)
Presents modern techniques, methods, materials, and assessment practices in the teaching of mathematics. Directed observation in middle or high school mathematics classes. Laboratory work provides experience in developing lesson plans that utilize materials and methods appropriate for classroom use. *NOTE: This course should precede teaching internship by no more than one academic year. Fall. Credit, 3 semester hours.* PREREQ: MAT 250.

MAT 402. A Historical Development of Mathematics
A study of the development of mathematics in its historical setting from its earliest beginnings to modern times. Note: This course may not be used as an Advanced Mathematics requirements for the Major in Mathematics. Spring. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 411. College Geometry
A rigorous development of metric and synthetic approaches to Euclidean and non-Euclidean geometries using an axiomatic format. Similarities and differences among definitions, azioms, theorems, and postulates of non-Euclidean geometries will be considered. The relationship of these geometries to Euclidean geometry will also be studied.. Fall. Credit, 3 semester hours. PREREQ or COREQ: MAT 315.

MAT 415. Theory of Numbers
An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, diophantine equations, continued fractions and congruences. As announced. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 422. Applied Mathematics
Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. Fall. Credit, 3 semester hours. PREREQ: MAT 315 and MAT 322.

MAT 431. Advanced Calculus I
An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. Fall. Credit, 3 semester hours. PREREQ: MAT 316, and MAT 220.

MAT 432. Advanced Calculus II
A continuation of Advanced Calculus I including such topics as the total derivative of multi-variable functions, transformations of Rn, representations of functions by series and integrals, and uniform convergence. Spring. Credit, 3 semester hours. PREREQ: MAT 431.

MAT 444. Complex Analysis
Complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, analytic continuation, and Liouville's theorem. As announced. Credit, 3 semester hours. PREREQ: MAT 316.

MAT 448. Special Topics (Variable Title)
A study of special topics in mathematics or mathematics education. The selected topics will be an in-depth study of a content area or they will be selected over the breadth of a content area. As announced. Credit, 3 semester hours. PREREQ: Teaching license.

MAT 449. Internship in Mathematics in the Secondary School
Provides a semester-long full-time teaching experience in an off campus public school setting. Pass/Fail grading, Spring. Credit, 9 semester hours. PREREQ: MAT 400

MAT 499. Independent Study
Offered for mathematics majors on approval of the Department Chair. Credit, 1-3 semester hours.

COMPUTER SCIENCE (CSC)

CSC 100. Introduction to Computers
The content of this course includes a discussion of computer hardware, computer software, the history of computing, and typical applications of computers. A significant amount of time is devoted to such applications as word processing, spreadsheets, data bases, and graphics. Additional topics for discussion include a brief introduction to computer languages, effects of computers on society and the individual, data communications, and artificial intelligence. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 155. Foundations of Computing
Overview of the local computing environment. History of digital computers. Introduction to computer organization, data representation, and programming. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 200. Introduction to Computer Programming -- FORTRAN
A first course in programming using concepts of structural programming and algorithmic analysis with emphasis on scientific applications. Details of structured FORTRAN. As announced. Credit, 3 semester hours. PREREQ: CSC 155, MAT 107, or permission of instructor.

CSC 201. Introduction to Computer Programming -- COBOL
A first course in programming using concepts of structured programming and algorithmic analysis with emphasis on data processing applications. Details of the COBOL language. As announced. Credit, 3 semester hours. PREREQ: CSC 155 or permission of instructor.

CSC 202. Microcomputer Programming
A first course in microcomputer programming emphasizing both numeric and string processing, and structured programming. (Visual BASIC and Delphi) using IBM compatible computers. Fall, Spring. Credit, 3 semester hours. PREREQ: CSC 100, or CSC 155, or permission of instructor.

CSC 205. Introduction to Programming -- C
A first course in programming the C-Language using concepts of structured programming and algorithmic analysis with emphasis on application. As announced. Credit, 3 semester hours. PREREQ: CSC 155

CSC 215. Discrete Structures
Discrete structures with applications to Computer Science. Boolean algebra. Sets. Functions and relations. Propositional logic. Induction. Permutations and combinations. Finite state machines. Trees and graphs. Vectors and matrices. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 109 or equivalent.

CSC 255. Programming and Algorithms I
Introduction to programming. Representation of data, constants, and variables. Arithmetic and logical expressions. Simple I/O. Arrays. Subprograms. Searching, sorting, and merging. Techniques of problem solving. Stepwise refinement. Principles of documentation. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: CSC 155.

CSC 275. Programming and Algorithms II
Principles of good programming style. Control flow. Debugging and testing. String processing. Further methods of searching and sorting. Recursion. Stacks and linked lists. Records and built-up data types. Fall, Spring, Credit, 3 semester hours. PREREQ: CSC 255 and MAT 109.

CSC 325. Fundamentals of Computer Systems
Computer structure, machine language, assembly language, and addressing modes. File structures and I/O. Memory management. Assemblers, linkers, and loaders. Fall. Credit, 3 semester hours. PREREQ: CSC 215 and CSC 275. CSC 275 is a co-requisite with a B- or better in CSC 255.

CSC 355. Data Structures
Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. Fall, Spring. Credit, 3 semester hours. PREREQ: CSC 215 and CSC 275.

CSC 365. Introduction to Computer Architecture
Basic logic design; sequential circuits; digital storage and access; processor study. Alternate architectures. Spring. Credit, 3 semester hours. PREREQ: CSC 325.

CSC 375. Programming Languages
An introduction to programming languages design and implementation. Survey of several major languages and their features. An emphasis on implementation details. Spring. Credit, 3 semester hours. PREREQ: CSC 275 and CSC 325.

CSC 385. File Processing
File processing environment. Sequential access. External sort and merge algorithms. Random access methods. Trees, lists, inverted lists, multilists. Indexed sequential and hierarchial structures. COBOL language. Spring. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355.

CSC 395. Introduction to Finite Automata
Introduction to formal language theory, finite automata, regular expressions and regular grammars; push-down automata; context-free grammars; and context-sensitive grammars. Fall. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355.

CSC 405. Current Topics in Computers in Education
The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers, and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. As announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

CSC 415. Translators and Compilers
Interpreters, assemblers, and compilers. Grammar, languages, syntax, semantics, and BNF. Parsing and symbol tables. One and two pass assemblers. Design of interpreters and compilers. Large programming project. Spring. Credit, 4 semester hours. PREREQ: CSC 375, CSC 395.

CSC 425. Advanced Software Project
An assigned, individual, in-depth programming project includes design, documentation, and testing. As announced. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355.

CSC 435. Operating Systems
I/O and interrupt structure, procedure activation. Monitors and kernels. System evaluation with elementary queuing, modeling, and statistical analysis. Memory management with paging, virtual memory, and multiprogramming. Process management, semaphores, deadlocks, and schedulers. Large programming project. Fall. Credit, 4 semester hours. PREREQ: CSC 365 and MAT 222.

CSC 445. Design and Analysis of Algorithms
Time and space complexity of algorithms. Survey of various design techniques such as "divide and conquer" and the "greedy" method. Program verification and validation. NP-Complete and NP-Hard problems. As announced. Credit, 3 semester hours. PREREQ: CSC 355, and MAT 222.

CSC 455. Systems Analysis and Design Project
Formal models of structured design and programming. Information hiding. Iterative enhancement. Structure of programming teams. Program libraries, walk-throughs and documentation. Development of a large software project by student teams. Spring. Credit, 4 semester hours. PREREQ: CSC 355.

CSC 465. Database Management Systems
Goals of DBMS including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network and relational models. Examples of implementation. Data descriptor languages. Query facilities. File organization. Index organization. Data integrity and reliability. As announced. Credit, 3 semester hours. PREREQ: CSC 355.

CSC 495. Seminar in Computer Science
Advanced software topics. As announced. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355, and MAT 222; permission of instructor.

CSC 496. Seminar in Computer Science
Advanced hardware topics. As announced. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355, and MAT 222; permission of instructor.

CSC 499. Independent Study
Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chair. Required written and oral reports. As announced. Credit, 1-3 semester hours.

GRADUATE COURSES
See the Graduate Education Programs Section of the Catalog.

MUSIC

Chair: George R. Walter

Timothy Altman* Larry D. Arnold Gary K. Wright
Jonathan Maisonpierre Elizabeth W. Maisonpierre
*Music Education Coordinator

The Department of Music is an accredited institutional member of the National Association of Schools of Music.

The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The goals of the Department of Music are: 1) to provide comprehensive musical training for teachers of vocal and instrumental music; 2) to prepare a student for a career as a teacher in elementary or secondary schools through an understanding and application of the National Standards in Music; 3) to promote musical literacy among all students; 4) to provide comprehensive musical training for students wishing to seek employment in the music business area; 5) to encourage professional awareness; 6) to provide outreach, support, and encouragement to area public school teachers and students in the form of workshops, festivals, and clinics; 7) to provide a well-rounded course of study for those students pursuing a professional career by continuing in graduate work; 8) to encourage a desire for continued learning in the field of music and the ability to form and defend evaluative judgments about music; 9) to provide experiences which the music student and the general university student will find rewarding in developing their cultural sensitivity; and 10) to provide public programs and concerts to enrich the cultural life of the university and community.

Please note that all prospective music majors and students seeking an academic concentration in music must audition in order to gain acceptance into one of the music degree programs as well as gain approval of the specific performance (applied music) area.

Also please note that the department's ensemble offerings (see below - MUS 100/402, MUS 107/408; MUS 138/439; MUS 141/442; MUS 156/457; MUS 162/463; and MUS 165/466) are open to all students regardless of major. An audition is required for a number of these ensembles.

BACHELOR OF ARTS IN MUSIC

Requirements for a Bachelor of Arts in Music	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements	43-47
MUS 100 or 141, 101 or 142, 114, 114L, 115, 115L, 159[1], 160[1], 181 or 159[2], 182 or 160[2], 200 or 241, 201 or 242, 214, 214L, 215, 215L, 259[1], 260[1], 281 or 259[2], 295[3], 296[4], 297, 300 or 341, 301 or 342, 329, 334, 359[1], 360[1], 401 or 441, 459[1]	
Music Electives	9-12
Academic Electives	27-28
	Total: 128

[1] Non-keyboard majors enroll for one hour credit per semester; Keyboard majors for two hours credit.
[2] Non-keyboard majors only. [3] MUS 295 does not meet General Education requirements in this degree program.
[4] MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

Requirements for a Bachelor of Arts in Music with Elective Studies in Business

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Core Music Requirements	38-41
MUS 100 or 141, 101 or 142, 114, 114L, 115, 115L, 159, 160, 181 or 159[1], 182 or 160[1], 200 or 241, 201 or 242, 214, 214L, 215, 215L, 259, 260, 281 or 259[1], 295[2], 296[3], 297, 300 or 341, 301 or 342, 329, 334, 359, 360, 401 or 441, 404, 459	
Additional Concentration Requirements	34-35
MUS 100[4], 171, 172, 205, 271, 400, 420, 433, 455, ACC 227; ECN 100[5]; FIN 310; MGT 307; MKT 312; business elective	
Electives	7 - 11
	Total: 128

[1] Non-keyboard majors only
[2] MUS 295 fulfills the Fine Arts requirement in General Education.
[3]MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
[4] If major ensemble credit is University Band (MUS 141- 441)
[5] ECN 100 fulfills the Economics requirement in General Education.
Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

BACHELOR OF MUSIC IN MUSIC EDUCATION

Requirements for a Bachelor of Music in Music Education with a Vocal Emphasis and with Licensure by the State to Teach Music in the Public Schools
(seeTeacher Education Program for Teacher Education requirements)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	61
MUS 100, 101, 114, 114L, 115, 115L, 159, 160, 171, 172 181 or 159, 182 or 160, 200, 201, 205, 214, 214L, 215, 215L 259, 260, 271, 281 or 259, 295[1], 296[2], 297, 300, 301, 329, 330 334, 359, 360, 400, 401, 404, 405, 459, 475	
Professional Education Requirements	22
EDN 227(302), 310, 350, 419, 430, and 449	
	Total: 128

[1]MUS 295 fulfills the Fine Arts requirement in General Education.
[2]MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

Requirements for a Bachelor of Music in Music Education with an Instrumental Emphasis and with Licensure by the State to Teach Music in the Public Schools
(see Teacher Education Program for Teacher Education requirements)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	61
MUS 100, 114, 114L, 115, 115L, 141, 142, 159, 160, 171 172, 181 or 159, 182 or 160, 205, 214, 214L, 215, 215L, 241, 242, 259, 260, 271, 295[1], 296 [2], 297, 329, 330, 334 341, 342, 359, 360, 400, 404, 420, 441, 459, and 475	
Professional Education Requirements	22
EDN 227(302), 310, 350, 419, 430, and 449	
	Total: 128

[1] MUS 295 fulfills the Fine Arts requirement in General Education.
[2] MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

Requirements for a Bachelor of Music in Music Education with a Keyboard Emphasis and with Licensure by the State to Teach Music in the Public Schools (Vocal Orientation).
(see Teacher Education Program for Teacher Education requirements)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	61
MUS 100, 101, 114, 114L, 115, 115L, 159, 160 , 171, 172 200, 201, 205, 214, 214L, 215, 215L, 259, 260 , 271, 295 [1] 296 [2], 297, 329, 330, 334, 335, 336, 359, 360, 400, 404, 405, 425, 435, 459, and 475	
Professional Education Requirements	22
EDN 227(302), 310, 350, 419, 430, and 449	
	Total: 128

[1] MUS 295 fulfills the Fine Arts requirement in General Education.
[2] MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

Requirements for a Bachelor of Music in Music Education with a Keyboard Emphasis and with Licensure by the State to Teach Music in the Public Schools (Instrumental Orientation).
(seeTeacher Education Program for Teacher Education requirements)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	61
MUS 100, 114, 114L, 115, 115L, 141, 142, 159, 160, 171, 172, 205 214, 214L, 215, 215L, 241, 242, 259, 260, 271, 295[1], 296 [2], 297 329, 330, 334, 335, 336, 359, 360, 400, 404, 420, 425, 435, 459, and 475	
Professional Education Requirements	
EDN 227(302), 310, 350, 419, 430, and 449	22
	Total: 128

[1] MUS 295 fulfills the Fine Arts Requirement in General Education.
[2] MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of Music offers an Academic Concentration of 24 semester hours. Please note that all perspective students wishing to pursue this option must audition for acceptance into this program.

Requirements for an Academic Concentration in Music	**Sem. Hrs.**
MUS 114 and MUS 114L; MUS 224 and 230	10
MUS 100, 101, and 200 or MUS 141, 142, and 241	3
Other Ensemble credit*	2
MUS 159, 160, and 259	3
Other Applied/Class Instrument Credit*	3
MUS 329	2
Elective	1
	Total: 24

* See Music Department Chair

MINORS

MINOR IN MUSIC

A program designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education. Students who plan to minor in music should consult with the Department Chair in order to acquire a music advisor in addition to their major advisor.

Required Courses	**Sem. Hrs.**
MUS 114 and MUS 114L (4 hrs), MUS 181-182 (2 hrs),	6
MUS 230 (3 hrs); MUS 100-200 or MUS 141-241 (3 hrs)	6
Music Electives*	6
	Total: 18

*A minimum of 6 hours to be chosen under the supervision of a Music Department advisor.

MINOR IN SACRED MUSIC

A program designed to enable students to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses	**Sem. Hrs.**
MUS 100-201 (4 hrs), MUS 329 and 390 (5 hrs)	9
Music Electives*	9
	Total: 18

*A minimum of 9 semester hours to be chosen under the supervision of a Music Department advisor from:

MUS 159-260 (Sect. 01)	Private Voice
MUS 159-160 (Sect. 02)	Private Piano
MUS 159-260 (Sect. 03)	Private Organ
MUS 230	Introduction to Music Appreciation
MUS 295, 296, 297	Music History and Literature I, II, III
MUS 490	Service Playing

MINOR IN JAZZ STUDIES

A program designed to equip music majors to perform and teach music in the jazz idiom.

Required Courses	**Sem. Hrs.**
MUS 235, 236-237, 346, 406	12
MUS 162-363 or MUS 156-357	6
	Total: 18

COURSES (MUS)

MUS 100, 101; 200, 201; 300, 301; 401, 402. Concert Choir
The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. Fall, Spring. Credit, 1 semester hour.

MUS 107, 108; 207, 208; 307, 308; 407, 408. University Pep Band
The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. Spring. Credit, 1 semester hour.

MUS 114. Theory I
Introduction to the basic materials and concepts of music theory. The course will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic and harmonic writing, terms, and symbols. Fall. Credit, 3 semester hours. COREQ: MUS 114L.

MUS 114L. Lab I
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory I. Fall. Credit, 1 semester hour. COREQ: MUS 114.

MUS 115. Theory II
A study of the formal types, ensembles and compositional practices of Western art music will further student awareness of musical materials and relationships. The emphasis of the course will be on tonal harmonic structures and procedures. Spring. Credit, 3 semester hours. COREQ: MUS 115L. PREREQ: MUS 114 & MUS 114L.

MUS 115L. Lab II
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory II. Spring. Credit, 1 semester hour. COREQ: MUS 115.

MUS 133. Class Piano I for Non-Music Majors
A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background. Fall. Credit, 1 semester hour.

MUS 134. Class Piano II for Non-Music Majors
A continuation of MUS 133 (Class Piano I for Non-Music Majors). Spring. Credit, 1 semester hour. PREREQ: MUS 133.

MUS 135. Class Guitar I
The emphasis of the course will be on acquiring a practical knowledge of music fundamentals and a sound basic technique on the guitar. Fall. Credit, 1 semester hour.

MUS 136. Class Guitar II
The emphasis of the course will be on acquiring the knowledge of music and the technical abilities on the guitar needed to adequately perform in a variety of settings. Spring. Credit, 1 semester hour. PREREQ: MUS 135 or permission of instructor.

MUS 138, 139; 238, 239; 338, 339; 438, 439. Pembroke Chamber Singers
Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the small choir through rehearsal and frequent public performances. Fall, Spring. Credit, 1 semester hour each. PREREQ: Concurrent membership in Concert Choir.

MUS 141, 142; 241, 242; 341, 342; 441, 442. University Band
The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. Fall, Spring. Credit, 1 semester hour.

MUS 156, 157; 256, 257; 356, 357; 456, 457. University Jazz Choir
Membership in the University Jazz Choir is open to all students by audition. A study of vocal music trends, through the rehearsal and performance of pop, rock, progressive jazz, and other modern forms of music. Fall, Spring. Credit, 1 semester hour each.

MUS 162, 163; 262, 263; 362, 363; 462, 463. University Jazz Ensemble
Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsal and public performances. Fall, Spring. Credit, 1 semester hour each.

MUS 165, 166; 265, 266; 365, 366; 465, 466. Percussion Ensemble
Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performances. Fall, Spring. Credit, 1 semester hour each.

MUS 171. Class Woodwind
A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon. Fall. Credit, 1 semester hour.

MUS 172. Class Brass
A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba. Spring. Credit, 1 semester hour.

MUS 173. 174; 273,274; 373, 374; 473, 474. Chamber Ensemble
The student will become familiar with representative literature for various small ensembles through rehearsal and performances. Fall, Spring. Credit, 1 semester hour each.

MUS 181. Class Piano I
A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Spring. Credit, 1 semester hour.

MUS 182. Class Piano II
A continuation of MUS 18. Fall. Credit, 1 semester hour. PREREQ: MUS 181.

MUS 191. Class Voice
A concentrated group study of singing techniques and vocal development including sight singing. Fall. Credit, 1 semester hour.

MUS 205. Class Strings
A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments. Spring. Credit, 1 semester hour.

MUS 214. Theory III A continued study of the musical materials of Western art music. Chromatic harmony and larger forms will be studied with an emphasis on advanced analytic concepts and forms. Fall. Credit, 3 semester hours. COREQ: MUS 214L. PREREQ: MUS 115 & MUS 115L.

MUS 214L. Lab III
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory III. Fall. Credit, 1 semester hour. COREQ: MUS 214.

MUS 215. Theory IV
Materials and techniques of Twentieth Century music. Spring. Credit, 3 semester hours. COREQ: MUS 215L. PREREQ: MUS 214 & MUS 214L.

MUS 215L. Lab IV
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory IV. Spring. Credit, 1 semester hour. COREQ: MUS 215.

MUS 224. Musical Experiences for Young Children
Restriction: Not open to music majors. A course designed to present methods and media of teaching classroom music. Fall, Spring. Credit, 3 semester hours.

MUS 230. Introduction to Music Appreciation
Restriction: Not open to music majors. The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development. Fall, Spring. Credit, 3 semester hours.

MUS 235. Introduction to Jazz Appreciation
Open to both music and non-music majors. An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts. Fall. Credit, 3 semester hours.

MUS 236. Improvisation I
A course in the development of improvisational skills through the study and application of theoretical and stylistic principles common to the jazz idiom. Fall, Spring. Credit, 2 semester hours. PREREQ: MUS 115 or permission of instructor.

MUS 237. Improvisation II
A continuation of MUS 236. Fall, Spring. Credit, 2 semester hours. PREREQ: MUS 236.

MUS 271. Class Percussion
A concentrated study in fundamentals and playing techniques of percussion instruments. Fall. Credit, 1 semester hour.

MUS 281. Class Piano III
A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. Spring. Credit,1 semester hour. PREREQ: MUS 182

MUS 295. Music History and Literature I
A study of the development of music in non-Western cultures and in Western Civilization from Antiquity through the Renaissance. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours.

MUS 296. Music History and Literature II
A study of the development of music in Western Civilization from the Baroque through Classical periods. Such development will be viewed in light of its political, social, and general cultural setting. Spring. Credit, 3 semester hours. PREREQ: MUS 295.

MUS 297. Music History and Literature III
A study of the development of music in Western Civilization from the Romantic period through the twentieth century. Such development will be viewed in light of its political, social, and general cultural setting. Fall. 3 semester hours. PREREQ: MUS 296.

MUS 329. Conducting
A laboratory course which includes the study of choral and instrumental conducting techniques, choral and instrumental scores; with supervised conducting experience. Fall. Credit, 2 semester hours.

MUS 330. Rehearsal Techniques
A course designed to compliment MUS 329 by offering real-life applications of conducting skills. Spring. Credit, 2 semester hours. PREREQ:MUS 329.

MUS 332. Form and Analysis
A study of various forms including large and small choral and instrumental works. Fall. Credit, 2 semester hours. PREREQ: MUS 215.

MUS 334. Orchestration and Arranging
A practical study of the fundamentals of scoring for individual instruments and ensembles. Fall. Credit, 2 semester hours. PREREQ: MUS 215.

MUS 335, 336; 435. Accompanying
A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. Fall, Spring. Credit, 1 semester hour each. PREREQ: MUS 159-160 (02 or 21; 03 or 22) Private Piano/Organ and Instructor's approval.

MUS 346. Jazz Composition
A study of basic compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. Spring, odd years. Credit, 2 semester hours. PREREQ: MUS 115 or equivalent as determined by instructor.

MUS 390. Church Music
A study of liturgy, music, materials, and methods appropriate for a church music director. Spring, even years. Credit, 3 semester hours.

MUS 392. Special Topics: National or International Study in Music
A trip designed to acquaint students with various aspects of foreign life and culture through a series of performances at festivals and other venues, home stays, and visits to places of historical and musical interest. TBA. Credit, 3 semester hours.

MUS 400. Elementary Music Methods and Materials
Principles and practices required in teaching music to children, to include an overview of current approaches (Dalcroze, Kodaly, Orff) and their impact on current methodology and materials. Emphasis on planning, teaching and evaluating music lessons at preschool, primary, intermediate, and upper elementary levels in consideration of learning abilities at the varying levels of children's growth and development. Spring. 3 semester hours.

MUS 404. Senior Recital
Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chair. Fall, Spring. Credit, 0-2 semester hours.

MUS 405. Secondary General and Choral Music Education Methods
An examination of the music program in secondary school involving curricula for fine arts requirement, instructional procedures for the teaching of advanced general music, music appreciation and choral ensembles. Choral rehearsal techniques, singing skills, repertoire skills, choral literature for major eras will be covered. Emphasis is placed on the philosophies and pragmatic approaches to managing and teaching music at the secondary level. Fall. 3 semester hours.

MUS 406. Jazz Pedagogy
A study of the administration, methods, and directing techniques pertinent to the teaching of Jazz and Commercial Music. Spring, even years. Credit, 3 semester hours. PREREQ: MUS 235.

MUS 420. Secondary Instrumental Music Methods
A study of current materials and methods used in building instrumental programs from elementary through high school to include a basic history and philosophy of music education, sequential organizational approaches, evaluative techniques, theoretical research, performance literature, field based knowledge, instrument repair, and marching band techniques. Fall. 3 semester hours.

MUS 425. Piano Pedagogy
A course designed primarily for the keyboard specialist who is planning to teach piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels. Spring, even years. Credit, 2 semester hours.

MUS 432. Counterpoint
A study primarily of eighteenth-century contrapuntal techniques with a written work in two and three part writing. Fall, odd years. Credit, 2 semester hours. PREREQ: MUS 215.

MUS 433. Internship in Music Merchandising
Restriction: Must be taken in final semester of study.
The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with Department of Music faculty in training and evaluation of the intern. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

MUS 445. Music Composition
A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. Fall, even years. Credit, 2 semester hours PREREQ: MUS 215 or permission of instructor.

MUS 455. Special Projects in Music Industry
An independent study project culminating the student's sequence of studies with a substantive research project resulting in a major paper or comparable original work. Fall, Spring. Credit, 3 semester hours.

MUS 475. Professional Seminar for Pre-Service Music Teachers
A seminar designed to parallel the full semester internship experience. Emphasis is placed on helping on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the music teacher. Opportunities will be provided to review the challenges found in the internship experience. Fall, Spring. Credit, 2 semester hours.

MUS 490. Service Playing
A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free for Sunday morning church visitations. Spring. Credit, 1 semester hour. PREREQ: MUS 259 or the equivalent.

MUS 491. Electronic Music
A survey of electronic music with an emphasis on listening, aesthetic and philosophical concerns, necessary terminology, and composition/arranging for synthesizer. Various types of synthesis will be explored as well as MIDI systems and MIDI. Sequencing and transcription will be done using a synthesizer, drum machine, and comparable equipment in conjunction with a computer and selected software programs. Spring. Credit, 3 semester hours. PREREQ: MUS 114 or MUS 230 with permission of instructor.

MUS 499. Independent Study in Music
Directed study and research in the student's major field of interest. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Music major, senior standing, and approval of Department Chair.

APPLIED MUSIC

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the ***UNCP Department of Music Handbook.***

Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUS 159, 160; 259, 260; 359, 360; 459, 460. Applied Music
These courses must follow in sequence. Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Fall, Spring. Credit, 1 or 2 semester hour(s). Enrollment for two hours credit is restricted to the major instrument for music majors only. All other students should enroll for one hour credit.

1 hour each semester
01. Private Voice
02. Private Piano
03. Private Organ
04. Private Flute
05. Private Oboe
06. Private Clarinet
07. Private Bassoon
08. Private Saxophone
09. Private Trumpet
10. Private French Horn
11. Private Trombone
12. Private Baritone Horn
13. Private Tuba
14. Private Percussion
15. Private Violin
16. Private Viola
17. Private Violoncello
18. Private Bass Viol
19. Private Guitar

2 hours each semester
20. Private voice
21. Private Piano
22. Private Organ
23. Private Flute
24. Private Oboe
25. Private Clarinet
26. Private Bassoon
27. Private Saxophone
28. Private Trumpet
29. Private French Horn
30. Private Trombone
31. Private Baritone Horn
32. Private Tuba
33. Private Percussion
34. Private Violin
35. Private Viola
36. Private Violoncello
37. Private Bass Viol
38. Private Guitar

Proficiency Requirements

All music majors are evaluated at the conclusion of MUS 259 (Applied Music). Transfer students at or above the "259" level will be evaluated at the conclusion of their first semester of study. The evaluation forum involves an assessment of both the student's performing ability and his/her overall academic accomplishments and professionalism. This process will determine whether or not the student will be allowed to enroll in upper level music courses.

All music majors are required to attend recitals, concerts, seminars, workshops, etc. Additional information concerning this requirement can be found in the *UNCP Department of Music Handbook.*

Graduating seniors (with the exception of Bachelor of Arts in Music majors) must present an individual or joint recital as a partial requirement for graduation. Approval of recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies must continue to enroll in Applied Music until they have completed their senior recital requirements.

A proficiency examination is required of all music majors by the Piano Division. The examination for an instrumental major (brass, percussion, woodwind, and string) shall include the following skills:

* A prepared piano composition of sufficient difficulty
* All major and harmonic minor scales, one octave, hands separately
* Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords
* Harmonization of melodies with chords cited in previous point
* Harmonization of melodies using chord symbols
* Transposition of simple melodies
* Sight reading

The examination for vocal majors shall include the following skills:

* A prepared piano composition of sufficient difficulty
* All major and harmonic minor scales, two octaves, hands separately
* Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords
* Harmonization of melodies with chords cited in previous point
* Harmonization of melodies using chord symbols
* Perform a two-handed accompaniment for a melody (with chord symbols)
* Transposition of simple melodies
* Sight reading

The examination for the keyboard major shall include the following skills:

* All major and harmonic minor scales, four octaves, hands together, played in eighth notes with a quarter note tempo of 96
* The following chord progressions in any key:
    1) primary chords and dominant seventh chords
    2) extended chord progression using substitute chords
    3) I - IV - V7/V - V - V7 - I
    4) other secondary dominant seventh chords and their resolutions
    5) major scale harmonization, ascending and descending
* Create an accompaniment to a given melody. Chords should be in the right hand under the melody.
* Create an accompaniment to a melody through realization of chord symbols
* Transposition of a piece such as "America" played hands together. This is prepared in advance but the key is selected by the faculty at the examination.
* Sight reading of a simple accompaniment.

PHILOSOPHY AND RELIGION

Chair: Ray K. Sutherland
Jeffery L. Geller Merrill P. Miller

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to take an active part in community activities or in planning for graduate study.

A combined major in philosophy and religion of thirty hours is offered. A minor of eighteen hours is also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION

Requirements for a Bachelor of Arts Degree in Philosophy and Religion	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirement*	44
Courses for the Major:	30
Required Courses (9 hours): PHI 100; REL 130; PHI 101	
Courses from the Core Philosophy and Religion Curriculum (21 hours)	
At least four of these areas must be represented:	
General: PHI/REL 102, REL 105, 106	
Philosophy and Culture: PHI 204, 205	
Biblical: REL 203, 222, 318, 336, 337	
History of Philosophy: PHI 308, 309, 400	
World Religions: REL 213, 216, 315	
Religious Thought: PHI/REL 202, 209, 214, 319, 407	
Electives	45
	Total: 120

All written work prepared outside of class must be completed on a word processor.

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of Philosophy offers an academic concentration in the form of a Philosophy and Religion major of 30 hours. Six hours of this 30 may also be used to meet General Education requirements.

MINORS IN PHILOSOPHY AND RELIGION (18 Semester Hours)

The Department of Philosophy and Religion offers minors for students in other majors. Students majoring in Philosophy and Religion may also pursue a minor in the department under certain circumstances. There are a number of courses in the department which may be used in developing a minor. Students are encouraged to consult with a member of the department in planning a minor. Some of the possibilities would be in Biblical Studies, Non-Western Religions, Ethics, Church History, Religious Thought, and Philosophy.

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Philosophy Minor PHI 100 plus 15 elective hours.
Religion Minor REL 130 plus 15 elective hours.
Philosophy and Religion PHI 100 and REL 130 plus 12 elective hours.

COURSES

PHILOSOPHY (PHI)

GENERAL

PHI 100. Introduction to Philosophy
A survey of the major issues and philosophers in the history of western philosophy. Fall, Spring. Credit, 3 semester hours.

PHI 102. Perspectives on Humanity (REL 102)
A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall, Spring. Credit, 3 semester hours.

HISTORY

PHI 211. American Philosophy
A study of the major figures in American philosophy, including Pierce, Royce, James, and Dewey. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 308. The Great Philosophers: Ancient and Medieval
Studies in Plato, Aristotle, Augustine, and Aquinas. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 309. Modern Philosophy
Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 400. Contemporary Philosophy
A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual analysis. Alternate Fall. Credit, 3 semester hours.

LOGIC

PHI 101. Logic
The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and fallacies. Computer modeling activities are required. Fall, Spring. Credit, 3 semester hours.

PHILOSOPHY AND CULTURE

PHI 202. Philosophy of Religion (REL 202)
An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

PHI 204. Introduction to Ethics
A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues. Spring. Credit, 3 semester hours.

PHI 205. Social and Political Philosophy
Studies of opposing philosophical views about humankind and the foundation of political and social life. Alternate Fall. Credit, 3 semester hours.

PHI 321. Philosophy of Science
A study of the problems and implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation between the sciences and humans. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 100 or instructor consent.

PHI 322. Religion and Science (REL 322)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 376. Medical Ethics (SOC 376)
An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and health care. Alternate Fall. Credit, 3 semester hours.

PHI 423. Philosophy of Art and Beauty
A study of aesthetic values in nature, art, literature, music, and drama. Alternate Spring. Credit, 3 semester hours.

PHI 443. Business Ethics
An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers. As announced. Credit, 3 semester hours.

METAPHYSICS AND EPISTEMOLOGY

PHI 311. Theories of Knowledge and Reality
A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

SPECIAL STUDIES IN PHILOSOPHY

PHI 420. Seminar in Philosophy
An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Consent of instructor.

PHI 499. Independent Study in Philosophy
A student who wishes to enroll in 499, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Chair. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chair, 3. the Dean of Admissions and Registration, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a type-written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring, Summer. Credit, 1-3 semester hours.

RELIGION (REL)

GENERAL

REL 102. Perspectives on Humanity (PHI 102)
A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall or Spring. Credit, 3 semester hours. PREREQ: PHI 100 or REL 130.

REL 130. Introduction to Religion
This course seeks to define what religion is and to outline different approaches to the study of religion. The following questions are discussed: What are the roots of religious faith? What might a mature religious faith look like? Readings relating religion to the new generation are part of this study. Fall, Spring. Credit, 3 semester hours.

BIBLICAL

REL 105. Introduction to the Old Testament
A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods. Fall, Spring. Credit, 3 semester hours.

REL 106. Introduction to the New Testament
The study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire. Fall, Spring. Credit, 3 semester hours.

REL 203. The Pentateuch
A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible) and how these narratives and laws were perceived and applied throughout Israel's history. Alternate Fall. Credit, 3 semester hours. PREREQ: REL 130 or instructor consent .

REL 222. Life and Letters of Paul
A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter. Spring. Credit, 3 semester hours. PREREQ: REL 106 or REL 130 or consent of instructor.

REL 316. Biblical Wisdom Literature
A study of Proverbs, Job, Qoheleth, intertestamental Wisdom literature, and the aphorisms and parables of Jesus. As announced. Credit, 3 semester hours.

REL 318. Apocalyptic Literature
A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds. Alternate Spring. Credit, 3 semester hours.

REL 336. Life of Jesus
A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus+ death and understanding of the resurrection. Fall. Credit, 3 semester hours. PREREQ: REL 106 or REL 130 or consent of instructor.

REL 337. Prophetic Literature of the Bible
A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc. Alternate Fall. Credit, 3 semester hours. PREREQ: REL 130 or 105 or consent of instructor.

REL 401. Biblical Narrative
A study of the poetics, genres, and messages of narrative literature in the Old Testament and the New Testament: the Pentateuch, the former Prophets, the Apocrypha, and the Gospels. As announced. Credit, 3 semester hours. PREREQ: Religion 130 or consent of instructor.

RELIGIOUS THOUGHT AND CULTURAL EXPRESSION

REL 202. Philosophy of Religion (PHI 202)
An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

REL 209. Religion in America
A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movement, Missions, Black Religion, American Indian traditions, and American religion in ferment will be considered. Fall. Credit, 3 semester hours.

REL 214. Introduction to Religious Ethics
This course investigates how questions about morality can be approached within the Judeo-Christian tradition. The Old and New Testament teachings about ethics are examined along with the perspectives of Christian ethicists. Several ways of developing a basic framework for ethical decision-making are considered. As announced. Credit, 3 sem. hours.

REL 319. Modern Religious Thought
A study of selected trends and figures in modern religious thought. Alternate Fall or Spring. Credit, 3 semester hours. PREREQ: REL 130 or consent of instructor.

REL 322. Religion and Science (PHI 322)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. On demand. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

REL 338. History of Christianity (HST 338)
A survey of the history of Christianity after Paul to the 20th century. As announced. Credit, 3 semester hours.

REL 417. Sociology of Religion (SOC 417)
Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours. PREREQ: Consent of instructor.

RELIGIONS OF THE WORLD

REL 213. American Indian Religious Traditions (AIS 213)
This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such, it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

REL 216. Religions of the Far East
A study of the historical development and teachings of Hinduism, Buddhism, Shintoism, and Confucianism. Offered alternate years with REL 218 and 315. Credit, 3 sem. hrs.

REL 218. Religions of the Near East
A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians. Offered in alternate years in sequence with REL 216 and 315. Credit, 3 semester hours.

REL 315. Judaism
An examination of the history, literature, and faith of Post-Exilic Judaism. Offered in alternate years in sequence with REL 216 and 218. Credit, 3 semester hours.

SPECIAL STUDIES IN RELIGION

REL 420. Special Studies in Religion
A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. Fall, Spring. Credit, 3 semester hours. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter. PREREQ: Consent of instructor.

REL 499. Independent Study
A student who wishes to enroll in REL 499, Independent Study, must: (1.) be classified as a senior, (2.) have a cumulative grade point average of 3.0 or better in the major area of study, (3). request independent study in the major area, and (4.) submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chair responsible for the student's major area of study. It must be approved by the professor supervising the student in independent study; the Department Chair; the Dean of Admissions and Registration; and the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a typewritten report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring. Credit, 1-3 semester hours.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Chair: Robert O. Schneider

Daniel G. Barbee	Michael R. Hawthorne	Carolyn R. Thompson
Nicholas A. Giannatasio	Elizabeth L. Normandy	Frank J. Trapp

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science students with an educational background which will prepare them for a wide range of career opportunities and which will be desired by prospective employers from the fields of Law, Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Requirements for a Bachelor of Arts Degree in Political Science	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Electives	39
	Total: 121

Major Requirements: (37 Hours)

Introductory Requirement: PSPA 100, 101	6
Core Courses: PSPA 200, 217, 219, 233	13
Option Courses [choose one option package below]	18
	Total: 37

General Option Package:
Choose any six additional Political Science Courses with at least four of the six at the 300 or 400 level.

Pre Law Option Package:
PSPA 303, 310, 312; and choose three other Political Science courses with at least two of the three at the 300 or 400 level.**

Public Policy and Administration Option Package:
PSPA 201 or 202; PSPA 210; PSPA 331 or 440; PSPA 360; PSPA 453 or 450; one other Political Science Course at the 300 or 400 level.

International Studies Option Package:
PSPA 251, 355, and 370; and three other International Relations or Comparative Politics Courses chosen in consultation with the International Studies advisor.

Public Policy and Administration with Applied Gerontology Minor: (55 hours)

1. Complete Public Policy and Administration Option Requirements above. (37 hours)
2. Complete Applied Gerontology Minor (18 hours)
   BIO 103; SOC 270; PSY 305; REC 425; SOC 375; SWK 384
   Suggested Electives: SOC 280, SWK 348, SWK 350

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses. **Chosen in consultation with the pre-law advisor

ACADEMIC CONCENTRATION

Academic Concentration in Political Science: (28 Hours)

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Political Science Department offers an Academic Concentration of 28 hours. This Academic Concentration is available to other students, regardless of major.

Requirements: PSPA 100, 101, 200, 217, 219, 233;
Any three additional courses in political science with at least one at the 300 or 400 level.

MINORS

Public Policy and Administration Minor: (19 Hours)

The department believes that there are many students majoring in Business Administration and Economics, Education, Sociology, and other disciplines who may someday seek employment in some administrative position in the public sector. While not wishing to major in political science, these students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements: PSPA 100, 201 or 202, 210, 219, 233.
One other Political Science Course at the 300 or 400 level.

Legal Studies Minor: (19 Hours)

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements: PSPA 100, 217, 219, 233, 310, 312

General Political Science Minor: (19 Hours)

This third minor is less structured than the other minors because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. The department wishes to encourage the student to take an "eclectic" approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

Requirements: PSPA 100, 101, 200, 233
and any two additional 300-400 level Political Science courses.

The Department of Political Science participates in two interdepartmental minors: **Personnel and Organizational Leadership** and **World Studies**. For further details on this minor see **Special Programs** section.

COURSES (PSPA)

INTRODUCTION

PSPA 100. Introduction to Political Science
A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact. Fall, Spring. Credit, 3 semester. hours.

PSPA 101. Introduction to American National Government
An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of national government, and (4) the relations between the national and state governments. Fall, Spring. Credit, 3 semester hours.

THEORY, PHILOSOPHY, AND METHODOLOGY

PSPA 213. Contemporary Political Ideologies
A study of twentieth century ideologies, including liberalism, conservatism, Nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women's liberation, and the new left. As announced. Credit, 3 sem. hours.

PSPA 233. Introduction to Theory and Methodology
This course concerns basic concepts of political science and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Fall, even years. Credit, 4 semester hours. PREREQ: PSPA 100 or 101.

PSPA 303. Political Thought
A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. Spring, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 393. Census Data for Social Sciences and Business
An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. As announced. Credit, 1 semester hour. PREREQ: MAT 105 or 107 or permission of instructor.

PSPA 418. Special Topics in Theory, Philosophy, and Methodology
An in-depth study of a selected topic from the field of political philosophy or methodology. Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

DIRECTED RESEARCH AND INDEPENDENT STUDY

PSPA 398. Directed Research in Political Science I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 399. Directed Research in Political Science II
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 499. Independent Study in Political Science
Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chair of the Department. Fall or Spring. Credit, 1-3 semester hours.

AMERICAN GOVERNMENT AND POLITICS

PSPA 201. American State Government
An examination of the setting, institutions, politics, and policies of state governments in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 202. Local Government in the United States
An examination of the setting, institutions, politics, and policies of local government in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 215. North Carolina Politics and Government
A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 217. Judicial Process and Behavior
An examination of the role of judges, lawyers, and jurors in the decision-making process as influenced by their recruitment and socialization of the political frame-work in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 301. Political Parties and Interest Groups in the United States
The history, development, organization, functions and purposes of the major parties and interest groups, and the role played by them in the policy-making and election of the government. Fall, alternate even-numbered years, beginning 1990. Credit, 3 sem. hours. PREREQ: PSPA 100 or 101.

PSPA 304. Legislative Process in the United States
A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and serve as a basis for

analyzing the legislative process. Spring, alternate even-numbered years, starting in 1990. Credit, 3 semester hours. PREREQ: PSPA 100 or 101

PSPA 305. Public Opinion and Elections in the American Political System
A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. Fall, alternate even-numbered years, beginning 1988. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 306. The American Presidency
The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. Spring, alternate even- numbered years, beginning 1988. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 310. Constitutional Law
A study of: (1) the federal system, especially the relations between the national government and the States, (2) the jurisdiction of the federal courts and (3) individual rights. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 312. Law of Criminal Procedure
Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. Fall. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 402. Selected Topics in American Government
A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers on these problems. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 405. Washington Legislative Internship
This internship presents an opportunity for a student to get a deeper understanding of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty-six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PSPA 360, 361, or 364). Scheduled for political science majors with the approval of the Chair of the Department. Credit, 6-12 semester hours. PREREQ: PSPA 304.

PSPA 450/MPM 550. American Policy Process
Survey of American policy processes, including institutional responses to policy demands, agenda setting, implementation, and outcomes. Approaches to analyzing both processes and outcomes will be discussed. Students will be expected to engage in analysis of policy problems. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 233 and one other 300 level course in American Government.

PUBLIC POLICY AND ADMINISTRATION

PSPA 210. Introduction to Public Administration
An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 219. Public Policy and Analysis
This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 302. Administration of Municipal Government in the United States
A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 331. Public Finance (ECN 330)
A study of revenue and expenditure on all governmental levels in the United States. Spring, odd numbered years. Credit, 3 semester hours. PREREQ: ECN 100.

PSPA 360. Introductory Internship in Public Administration
The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 361. Advanced Internship in Public Administration
This is a continuation of the internship of PSPA 360. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 360.

PSPA 364. Practicum in Public Administration
Restriction: Open to majors in Political Science only.
This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. As announced. Credit, 6 semester hours. PREREQ: PSPA 100 or 101, and consent of instructor and departmental chair.

PSPA 440. Comparative Public Administration
Examination and analysis are made of the administrative systems of foreign governments of selected Western and non-Western countries; attention is given to practices applicable to

administration in the United States. Spring, even years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 453/MPM 551. Advanced Public Administration
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 210, 233.

COMPARATIVE GOVERNMENT AND POLITICS

PSPA 200. Introduction to Comparative Politics
This course introduces the subject matter of comparative politics by examining different types of political systems such as a West European parliamentary democracy, a third world authoritarian state, and a totalitarian communist system. Fall. Credit, 3 semester hrs. PREREQ: PSPA 100 or 101.

PSPA 370. Comparative Political Area Studies
An examination of the cultural and political ideas, institutions and forms of government in a specific geographic region. Far Eastern, Middle Eastern, African, Latin American, West European, and East European governments are possible areas for examination in this course. The area of study and specific focus will rotate. As announced. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 375. Politics in the Developing World
This course introduces the student to the politics of underdeveloped countries. Special emphasis is placed on the study of nationalism, revolution, economic development, and political modernization. Spring, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 420. Special Topics in Comparative Politics
An in-depth study of a selected topic from the field of comparative politics. Spring and Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

INTERNATIONAL ORGANIZATION, RELATIONS, AND LAW

PSPA 251. Introduction to World Politics (WLS 251)
An analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 252. Theories of International Relations
Analyzes the methods and dominant approaches to the study of international relations including international political economy, theories of conflict, decision-making theory, integration theory and deterrence. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 355. International Relations Area Studies
An analysis of the foreign policies of a specific geographic region involved presently or potentially n global conflicts, with special attention to the role of the United States in the area. Possible areas or examination in this course include Africa, Latin America, the Middle East, the Far East,

Western Europe, or the Soviet Union and Eastern Europe. As announced. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 380. International Organizations
A study of the general approaches to world order with special attention given to the management of that order through the workings of international law and organizations. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 430. Special Topics in International Politics
An in-depth study of a selected topics in the field of international politics. As announced. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 451. Formulation and Conduct of American Foreign Policy
A study of the process of foreign policy-making focusing on the roles of the President, Congress, the Departments of State and Defense, the media and public opinion. Fall. Credit, 3 semester hrs.

PSPA 452. Problems in American Foreign Policy
A study of major issues and problems in American foreign policy, including tradition and other constant factors of policy making, and with major emphasis on the post-World War II period. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSYCHOLOGY AND COUNSELING

Chair: Elizabeth Denny*

Patrick A. Cabe
Kelly A. Charlton
Paul W. Killian, Jr
Debra S. Preston**
Kathryn K. Rileigh.
Melissa Spencer

*Acting Director for Master's Program in Service Agency Counseling
**Director for Master's Program in School Counseling

People throughout history have been intrigued by the question, "What is human nature?" Psychology's approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology's fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain's biochemistry influences behavior, and many other significant topics.

The Department's courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology, and Personnel and Organizational Leadership and an academic concentration in Psychology.

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

BACHELOR OF SCIENCE IN PSYCHOLOGY

Requirements for a Bachelor of Science Degree in Psychology:

	Sem. Hrs.
Freshman Seminar (FRS 100)*	1
General Education Requirements	44
Major Requirements	42
Electives	33
**PSY 190 is not the equivalent of FRS 100*	**Total: 120**

Major Requirements: The major in psychology consists of 42 semester hours (of which at least 15 hours must be taken at the 300-level or higher)

Note: No 300-400 level courses should be taken until PSY 200, 208, and 210 have been completed

I. **Core requirements (18 hours):** PSY 101, 190, 200, 208, 210, 304

II. **Psychology area requirements** (18 hours). Select **two courses** from **each area**.
Experimental and Cognitive Area: PSY 215, 312, 355, 401
Social and Personality Area : PSY 216, 270, 316, 317, 375
Developmental, Clinical, and Counseling Area PSY 205, 305, 360, 403, 417

III. **Directed electives in psychology** (6 hours). Select psychology electives for least six semester hours.

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Psychology: The Academic Concentration in psychology consists of 25 semester hours. Six hours of this 25 may also be used to meet General Education or other requirements. At least 9 hours must be taken at the 300 - level or higher: *Note: No 300-400 level courses should be taken until PSY 208 or 210 has been completed.*

I. Core requirements (7 hours) : PSY 101 (3 hours) ; PSY 208 or 210 (4 hours)

II. Psychology area requirements (12 hours). Select one course from each of two areas and two courses from one area.

Experimental and Cognitive Area : PSY 215, 220, 312, 355, 401
Social and Personality Area: PSY 216, 270, 316, 317, 375
Developmental, Clinical, and Counseling Area:
PSY 205 or EDN 310; PSY305, 360, 403, 417

III. Directed electives in psychology (6 hrs). Select psychology electives totaling at least six semester hours.

MINOR

Requirements for a Minor in Psychology: The minor in psychology consists of 18 semester hours (of which at least 6 hours must be taken at the 300- level or higher).

I. Core requirement (3 hours) : PSY 101

II. Psychology area requirements (9 hours). Select one course from each area.

Experimental and Cognitive Area: PSY 215, 312, 355, 401
Social and Personality Area : PSY 216, 270, 316, 317, 375
Developmental, Clinical, and Counseling Area PSY 205, 305, 360, 403, 417

III. Directed electives in psychology (6 hours). Select psychology electives totaling at least six semester hours.

COURSES (PSY)

PSY 101. Introductory Psychology
A survey of major areas of psychology, with emphasis on issues, concepts, and terminology needed for more advanced courses. Fall, Spring and Summer. Credit, 3 semester hours.

PSY 103. Psychology of Parenthood
The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development. Fall. Credit, 3 semester hours.

PSY 125. Human Potential
A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises. Fall. Credit, 3 semester hours.

PSY 190. Freshman Psychology Seminar
This course is intended for majors and will examine psychology as a discipline and a profession. Students will be introduced to career options in Psychology at the bachelor's, master's, and doctoral level. Strategies for job searches and graduate school admission will be discussed. Credit, 1 semester hour.

PSY 200. Communication Skills in Psychology
Intended for psychology majors, the course is designed to teach written and oral communication skills used in psychological work. Students will learn to write journal article summaries, behavioral observation notes, and research papers in psychology. Students will be expected to develop skills using library resources and applying APA guidelines. Fall. Credit, 3 semester hours.

PSY 204. Animal Behavior (BIO 205)
A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Spring of odd-numbered years. Credit, 4 semester hours. PREREQ: BIO 100, 102.

PSY 205. Childhood and Adolescence
A survey of the stages and processes of the development of human behavior from conception through adolescence. Emphasis on physical, cognitive and psychosocial development. Spring. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 208. Psychological Statistics
An introduction to simple descriptive and inferential statistics which are frequently used by psychologists. The selection and application of procedures appropriate to specific types of psychological research and the standardization of psychological tests will be emphasized. Three lectures and two-hour lab weekly. Fall. Credit, 4 semester hours. PREREQ: MAT 105 (or higher).

PSY 210. Psychological Research
An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Three lectures and two-hour lab weekly. Spring. Credit, 4 semester hours. PREREQ: recommended, PSY 200, PSY 208.

PSY 215. Psychology of Learning
An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. Fall. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 216. Social Psychology
An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. Fall. Credit, 3 semester hours. PREREQ: PSY 101 or SOC 201.

PSY 220. Behavior Modification
Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches. Alternate Spring. Credit, 3 semester hours.

PSY 225. Health Psychology: Wellness and Health (HED 225)
The course will cover the psychobiosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Spring. Credit, 3 semester hours.

PSY 270. Industrial/Organizational Psychology
Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. Spring. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 304. History and Systems of Psychology
A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Spring. Credit, 3 semester hours. PREREQ: Any three PSY courses; PSY 200 strongly recommended.

PSY 305. Psychology of Adult Development and Aging (HED 305)
The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Fall. Credit, 3 sem. hrs. PREREQ: PSY 101.

PSY 312. Cognitive Processes
An examination of human memory and thinking within the human information processing model context. Alternate Spring. Credit, 3 semester hours.

PSY 315. Guiding Young Children
This course presents guidance, counseling, and discipline concepts within a framework of child development, developmentally appropriate practices, and constructivist education. Fall. Credit, 3 semester hours.

PSY 316. Psychology of Leadership
A look at the psychological processes in small group leadership. Topics include compliance, self-assertion, decision-making, and persuasion. Emphasis on theory, research, and practical leadership skills acquisition. Fall. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 317. Psychology of Social Communication
Study of the psychological processes in everyday social communication. Examination of the relationship between misunderstanding, hostility, egocentricity, psychological defenses, and the frequent conflict between verbal and nonverbal cues. Emphasis on applying psychological theory to the solution of specific communication problems in the student's own life. Spring. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 355. Sensation and Perception
A look at the structures and processes involved in perception. Visual and auditory perception will be emphasized. As announced. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 360. Abnormal Psychology
A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. Spring. Credit, 3 semester hours. PREREQ: PSY 101; any other three PSY courses strongly recommended.

PSY 375. Personality Theories
Various theoretical approaches to the study of personality. Fall. Credit, 3 semester hours. PREREQ: Any three PSY courses.

PSY 380. Supervised Research in Psychology
Direct experience in the design of research studies in psychology; collection, management, and analysis of research data; and oral and written presentation of research results. Close collaboration between students and instructors. Credit, 3 semester hours. PREREQ: PSY 200 (waived if not required), PSY 208, PSY 210 or instructor permission.

PSY 397. Current Topics Seminar
Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chair). Credit, 3-9 semester hours in multiples of 3.

PSY 399. Directed Study
Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Fall, Spring. Credit, 1-6 semester hours. PREREQ: A written plan of the project must be approved by the Department Chair no later than two weeks prior to registration.

PSY 401. Physiological Psychology
Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Spring, alternate years. Credit, 3 semester hours. PREREQ: 15 hours of psychology or biology.

PSY 403. Psychological Testing
An intensive lead into basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. Fall. Credit, 3 semester hours. PREREQ: PSY 208 recommended.

PSY 415. Seminar in Human Motivation
Integration of diverse theoretical perspectives into a coherent framework for analyzing human motivation, with a selective survey of contemporary research. Some practice in assessing adult motivation through interviews. Active oral participation is required. Credit, 3 semester hours. PREREQ: 3 courses in PSY or permission of instructor and junior standing.

PSY 417. Clinical and Counseling Psychology
A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Fall. Credit, 3 semester hours. PREREQ: PSY 360, PSY 375.

GRADUATE COURSES For graduate courses in Counseling, see the Graduate Studies section of the catalog.

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Chair: Richard Kania

John Bowman*
Sherry Edwards
Fran Haga
Truc-Nhu Ho**
Norman Layne***
Stephen Marson****
Ottis Murray
Rasby Marlene Powell
Michael Spivey
Frederick Stephens
Angela Todd
David Vanderhoof

*Coordinator of Department Pilot Sites Programs and Sociology Internships
** Coordinator of Criminal Justice Area and Criminal Justice Internships
*** Coordinator of Sociology Area and Medical Sociology Curriculum
**** Director of Social Work Degree Program

The purpose of the Department of Sociology, Social Work, and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about the social environment and to prepare students for meaningful participation in society.

The Department offers both a major and an academic concentration in Sociology, a major in Social Work, and a major in Criminal Justice. In addition, minors are available in Sociology, Criminal Justice, Social Welfare, and Medical Sociology.

The Department places emphasis on applied sociology, criminal justice and social work. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students' employment opportunities following graduation.

The Department of Sociology, Social Work, and Criminal Justice strongly recommends that prospective majors, minors, and those developing specialty concentrations consult the Department Chair, Director of Social Work, Coordinator of Criminal Justice, or Coordinator of Sociology.

BACCALAUREATE DEGREE PROGRAMS in SOCIOLOGY, SOCIAL WORK and CRIMINAL JUSTICE

BACHELOR of ARTS in SOCIOLOGY

Requirements for a Bachelor of Arts Degree in Sociology	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements	
SOC 201, 209, 220, 360 or 361, 490	15
Select 18 hours from other SOC elective courses (or SOC 499)*	18
* At least 9 hours must be in 300 or 400 level courses	
University-wide Electives	42
	Total: 120

BACHELOR of ARTS in SOCIOLOGY with a FOCUS or MINOR in MEDICAL SOCIOLOGY

Medical Sociologists study the nature of health and illness, the role of the sick person, the various healing roles, and the organization of health services. The Department of Sociology, Social Work, and Criminal Justice does not offer a special degree in Medical Sociology, but Sociology majors whose primary interest is in the health institution can select Medical Sociology courses as they work on completing the major. Non-sociology majors can take the Medical Sociology Minor. Courses are offered on health status issues such as drug use, preventive health practices, and medical ethics, and on health system issues.

Student interested in Medical Sociology should see their advisor regularly in order to plan an individualized program of study. Any students interested in pursuing graduate studies in Public Health Administration, Hospital Administration, or Health Education should see their Medical Sociology faculty advisor for a suggested program of study.

ACADEMIC CONCENTRATION in SOCIOLOGY for EDUCATION MAJORS:

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of Sociology, Social Work, and Criminal Justice offers an Academic Concentration of 24 hours. This Academic Concentration also is available to other students, regardless of major.

Requirements for an Academic Concentration in Sociology

required courses: SOC 201, 209, 303, 313, and SOC 360 or 361	15
three additional courses with a SOC prefix	9
	Total: 24

BACHELOR OF SCIENCE IN SOCIAL WORK

The Social Work Program has been fully accredited by the Council on Social Work Education since 1987. The primary objective of the Social Work Program is preparation for entry level professional social work practice. Courses are offered in social work practice; social policy and social justice; human diversity and populations-at-risk; human behavior and the social environment; social work values and ethics; research, and field work. In order to declare a Social Work Major, students are required to:

1. be interviewed by the Director of the Social Work Program;
2. demonstrate and maintain a minimum QPA of 2.0 within the General Education (liberal arts) requirements
3. submit two reference letters
4. successfully complete the "Social Work Writing" exam

If a student is rejected from declaring the Social Work Major by the Program Director, the decision may be appealed to the Social Work Program Advisory Board Appeals Committee.

Prior to enrolling in Introduction to Social Work, students must successfully complete ENG 105, 106 and 50 percent of their General Education requirements with a minimum QPA of 2.0. Students who are accepted into the Program and fail to maintain an overall QPA of 2.0 in General Education or the major are placed on academic probation. In addition, students are required to complete SWK 200, 245, 280, 380, 385, 490 and 491 with a minimum QPA of 2.0 in each subject. Students need to read *The Student Social Work Handbook* (see:

http://www.uncp.edu/sw/studbook.html) for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors meetings, and meet regularly with their academic advisor. In addition, students can join the Social Work Program's Chapter of Phi Alpha the National Honor Social Work Society.

An integral and required part of the Program is the successful completion of field work with a minimum of 400 clock hours in a semester (see: http://www.uncp.edu/sw/fieldexp.html). The Social Work Program may not accept past social work practice experience for academic credit (see *The Student Social Work Handbook* for more details).

Approximately five percent of Social Work Majors pursue graduate study. In order to acquire a letter of recommendation for graduate school from the faculty, the student must successfully complete a statistics course (usually SWK/SOC 360, PSY 208 or MAT 210) and must have at least two social work faculty members complete a recommendation form from the Office of Career Services.

The Social Work Program has been authorized to recommend licensure in School Social Work. School Social Work Licensure is a prerequisite for employment in the school system. This rule is enforced by the North Carolina Department of Public Instruction [NCDPI]. An overall QPA of 2.5 is the NCDPI requirement for graduation. In addition, NCDPI requires an overall QPA of 2.5 as a prerequisite for SWK 490 and 491. School Social Work is **NOT** recognized as an area of teaching or social work specialization but rather as a field of social work practice. Consult the Director of Social Work for more information.

Requirements for a Bachelor of Social Work Degree	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
SWK 200, 245, 280, 281, 345, 348, 380, 385, 391, 445, 448, 450, 490, 491	39
Select 9 hours among population-at-risk electives: SOC 303, SWK 382, 383, 384, 386, 387	9
University -wide Electives* (Recommended electives: SOC/SWK 360 or PSY 208, or MAT 210; 313, 375, 377; SWK 350, 354, 403; CRJ 440	27
	Total: 120

*It is recommended, but not required, that Social Work majors declare a minor.

BACHELOR OF ARTS IN CRIMINAL JUSTICE*

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required.

*The Criminal Justice Program at UNC Pembroke is accredited by the North Carolina Criminal Justice Education and Training Standards Commission.

Requirements for a Bachelor of Arts Degree in Criminal Justice	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Criminal Justice Core (all courses required) CRJ 200, 240 (SOC 240), 300, 360 (SWK/SOC 360), 361, 400, 480	22
Criminal Justice Electives (select from the following)	15

CRJ 210, 230, 310, 315, 318, 320, 330, 341, 350, 367, 370,
410, 415, 440 (SOC 440), 450, 475, 499
University-wide Electives 38
Total: 120

Transfer students must earn at least 15 hours in UNCP criminal justice course work.

MINORS

All departmental minors require at least six courses (17 or 18 credit hours). Six of these hours may be used to satisfy other major and minor requirements, as well as the University's General Education requirements.

Requirements for a Minor in Sociology
SOC 201 and SOC 209; 12 hours of SOC lecture courses (or SOC 398, 399) **Total: 18**

Requirements for a Minor in Medical Sociology
SOC 280; 14 hours chosen from: SOC 270, 301, 304, 360, 361, 373, 375, 376, 377, 420, 480; SWK 384, 391; MGT 308; PSY 216; BIO 103; AIS 460 **Total: 17**

Requirements for a Minor in Criminal Justice
CRJ 200 and CRJ 240; 12 hours of CRJ lecture courses (or CRJ 499) **Total: 18**

Requirements for a Minor in Social Welfare
Select 18 semester hours following the unduplicated rule from the courses listed below:
SWK 200, 280, 281, 245, 304, 345, 348, 350, 354, 382, 383, 384, 386, 387, 391, 403;
SOC 313, 375, 377; CRJ 440 **Total: 18**

COURSES

I. GENERAL EDUCATION (SOC) COURSES: These three courses can be used in partial fulfillment of university general education distribution requirements in the Social Science Division and in the Social Science Elective categories. See **General Education Requirements**.

SOC 101. Introduction to Modern Sociology
Recent developments in sociology, anthropology, and social psychology, social science and public issues. Fall, Spring. Credit, 3 semester hours.

SOC 105. Introduction to Cultural Anthropology (AIS 105)
A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

SOC 201. Sociological Concepts
Relationships of society to personality and culture. Development of group life and social environments. Required of sociology majors. Fall, Spring. Credit, 3 semester hours.

II. SOCIOLOGY (SOC) AREA COURSES:

SOC 209. Social Problems in Modern Society
Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence. Fall, Spring. Credit, 3 semester hours.

SOC 220. Computers and Society
An introduction to the impact of computers on modern society and computer applications in the social sciences. Spring. Credit, 3 semester hours.

SOC 240. Criminology (CRJ 240)
Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation logic and the application of the scientific method to the explanation of crime. Fall, Spring. Credit, 3 semester hours.

SOC 245. Human Diversity and Social Environment (SWK 245)
This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, Women, Homosexuals and Jews. Spring. Credit, 3 semester hours.

SOC 270. Medical Terminology
See listing under Medical Sociology Concentration, below.

SOC 280. Health and Society
See listing under Medical Sociology Concentration, below.

SOC 301. Community Health Organizations & Services (HED 301)
See listing under Medical Sociology Concentration, below.

SOC 303. The Family
Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change. Spring. Credit, 3 semester hours.

SOC 304. Social Aspects of Human Sexuality (SWK 304) (HED 304)
Human sexuality is analyzed as a social, psychological, and biological process. Included in a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SOC 312. Sports in Contemporary Society (PED 312)
A study of sports from a socio-cultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring, odd-numbered years. Credit, 3 sem. hours.

SOC 313. The Community
This course grounds the student in the multiple meanings of community: community as a territorial unit; community as a psycho-social unit; and community as a cultural unit. In addition, case studies will be used to illustrate how different types of "community" are created and maintained and how structural changes in the society affect community. Fall. Credit, 3 sem hrs.

SOC 329. Society and the Environment (GGY 329) (HED 329)
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 sem. hours

SOC 360. Social Statistics (CRJ 360) (SWK 360)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 sem. hours. PREREQ: MAT 105 or permission of the instructor.

SOC 361. Social Research (CRJ 361)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Spring. Credit, 3 semester hours.

SOC 367. Social Deviance (CRJ 367)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Fall. Credit, 3 semester hours. PREREQ: SOC 240.

SOC 373. Health Promotion and Wellness
See listing under Medical Sociology Concentration, below. PREREQ: SOC 280 or instructor permission.

SOC 375. Death, Dying, and Chronic Illness (HED 375)
See listing under Medical Sociology Concentration, below.

SOC 376. Medical Ethics (PHI 376)
See listing under Medical Sociology Concentration, below. PREREQ: SOC 280.

SOC 377. Drug Use and Abuse (HED 377)
See listing under Medical Sociology Concentration, below. PREREQ: SOC 280 or permission of instructor.

SOC 396. The Sociology of Everyday Life
A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations in interpersonal interaction. As announced. Credit, 3 semester hours.

SOC 413. Industrial Sociology
Sociological perspectives on industry, business and commerce. Exchange theory will be included. The case study method will be employed. Students will engage in cross-cultural analysis. Spring, even-numbered years. Credit, 3 semester hours.

SOC 417. Sociology of Religion (REL 417)
Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours. PREREQ: SOC 201.

SOC 420. Women's Health Issues & Problems (HED 420)
See listing under Medical Sociology Concentration, below.

SOC 430. Special Topics
This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

SOC 440. Conflict Management (CRJ 440)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Spring. Credit, 3 semester hours.

SOC 480. Epidemiology (HED 480)
See listing under Medical Sociology Concentration, below.

SOC 485. Internship in Sociology
Supervised and evaluated participation in the regular activities of an organizational setting for two days a week. In consultation with the instructor, the student is expected to prepare an analysis of the organization's social structure and interactional dynamics. Course meets in the seminar setting one hour per week. SOC 485 requires that the student receive at least 200 clock hours of supervised experience. *NOTE: Pass/Fail grading, Spring. Credit, 6 semester hours.* PREREQ: Instructor permission, with the approval of the Sociology Area or Internship Coordinator and the Department Chair.

SOC 490. Senior Seminar on Sociology Concepts
An advanced course in sociological method and theory. Research paper required. Spring. Credit, 3 semester hours. PREREQ: Junior or senior standing; Sociology Major

II-A: STUDENT-ORIGINATED STUDIES: Sociology courses in this category are arranged on an individual basis by the student and a sponsoring faculty member with the approval of the Sociology Area Coordinator and the Department Chair.

SOC 295, 296, 297. Practicum in Peer Education
Provides the student a supervised opportunity to engage in peer education of issues related to alcohol/drug use and abuse. Written acceptance by a supervising faculty member is required, along with a signed contract that is submitted for approval to the Area Coordinator prior to registration. Fall, Spring. Credit, 1 semester hour each.

SOC 397. Experiential Learning I
See Area Coordinator. Fall, Spring, Summer. Credit, 3 semester hours.

SOC 398. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Area Coordinator prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SOC 399. Directed Research II
Same as above. Credit, 2 semester hours.

SOC 497. Experiential Learning II
See Area Coordinator, Fall, Spring, and Summer. Credit, 3 semester hours.

SOC 499. Independent Study in Sociology
Restriction: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Acceptance by the Department faculty member who will supervise, and approval by the Area Coordinator and the Department Chair.

II-B. MEDICAL SOCIOLOGY CONCENTRATION COURSES:

Courses taken from these following may be used to develop a concentration in Medical Sociology within the Sociology major, or may be taken for a Medical Sociology minor.

SOC 270. Medical Terminology
Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. Fall. Credit, 2 semester hours.

SOC 280. Health and Society
An introduction to medical sociology and the sociological analysis of health and illness. Topics covered include how persons respond to illness, health care selection, social factors in therapy, and the social consequences of illness. Fall. Credit, 3 semester hours.

SOC 301. Community Health Organizations & Services (HED 301)
This course explores and analyzes current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues. Spring. Credit, 3 semester hours.

SOC 373. Health Promotion and Wellness
A study of community problems and opportunities for health care and the social factors that mold health habits. Project development and implementation required. Spring, even- numbered years. Credit, 3 semester hours. PREREQ: SOC 280 or instructor permission.

SOC 375. Death, Dying, and Chronic Illness (HED 375)
Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Fall. Credit, 3 semester hours.

SOC 376. Medical Ethics (PHI 376)
The same course as PHI 376. Credit, 3 semester hours. PREREQ: SOC 280.

SOC 377. Drug Use and Abuse (HED 377)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Fall. Credit, 3 semester hours. PREREQ: SOC 280 or permission of instructor.

SOC 420. Women's Health Issues & Problems (HED 420)
The course provides an in-depth analysis of biological, psychological, socio-cultural and political issues related to the health and health care of women. Emphasis will be placed upon the diverse health problems of women and the roles and responsibilities of women as health care consumers and providers. Spring. Credit, 3 semester hours.

SOC 480. Epidemiology (HED 480)
This course will explore epidemiological approaches to disease prevention and control. Emphasis will be placed on applying epidemiological principles to selected community health problems. Spring, every other year. Credit, 3 semester hours.

III. CRIMINAL JUSTICE (CRJ) AREA COURSES:

CRJ 200. Introduction to Criminal Justice
A study of the operations and processes of the justice system and its agencies, how the justice system influences human behavior, and how it is influenced by social, economic, and environmental factors, including the American political system. Fall, Spring. Credit, 3 sem. hours.

CRJ 210. Police in Contemporary Society
A study of police in society, to include the organization of police forces, centralized police power, organized crime, and the recruitment and training of police officers. Fall. Credit, 3 semester hours. PREREQ: CRJ 200.

CRJ 230. Contemporary Corrections
A study of imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories. Spring. Credit, 3 semester hours. PREREQ: CRJ 200.

CRJ 240. Criminology (SOC 240)
Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation logic and the application of the scientific method to the explanation of crime. Fall, Spring. Credit, 3 semester hours.

CRJ 300. Criminal Law
An analysis of the substantive criminal law studied from the development of the common law tradition to the present. Focus on statutory definitions in general as well as North Carolina Criminal Code. Fall. Credit, 3 semester hours. PREREQ: CRJ 200.

CRJ 310. Private Security
An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made. As announced. Credit, 3 semester hours.

CRJ 315. Criminal Investigation
A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing 'high technology' relating to criminal investigation. As announced. Credit, 3 semester hours. PREREQ: CRJ 210.

CRJ 318. Criminal Justice Administration and Management
This course examines the duties of administrators and managers in a criminal justice agency by studying the formal nature of bureaucratic organizations, including their organizational environments, the processes of leadership, management, decision-making, organizational communications, staffing, training, planning, budgeting, evaluation, organizational development and controlled change; and acquaints students with the historical developments and application of managerial and organizational theories, principles, practices and problems of administering and managing criminal justice organizations. Fall. Credit, 3 semester hours. PREREQ: CRJ-200.

CRJ 320. The Courts
A study of the sociology of law, changing concepts of justice, courts and other legal organizations. The activities of lawyers, judges, and related occupations and professions are stressed. Fall. Credit, 3 semester hours. PREREQ: CRJ 200.

CRJ 330. Probation and Parole
Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Spring. Credit, 3 semester hours. PREREQ: CRJ 230.

CRJ 341. Juvenile Justice
Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as due process, venue, adjudication and dispositions, commitments, and alternatives to incarceration. Fall. Credit, 3 sem. hours. PREREQ: CRJ 240.

CRJ 350. Correctional Treatment (SWK 350)
The same course as SWK 350. Credit, 3 semester hours.

CRJ 360. Social Statistics (SOC 360/SWK 360)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 sem. hrs. PREREQ: MAT 105 or permission of the instructor.

CRJ 361. Social Research (SOC 361)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Spring. Credit, 3 semester hours. PREREQ: CRJ 360 or permission of the instructor.

CRJ 367. Social Deviance (SOC 367)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Spring. Credit, 3 sem. hrs. PREREQ: CRJ 240 (SOC 240) or permission of the instructor.

CRJ 370. Ethics in the Criminal Justice System
Overview of the major philosophical schools of ethics and application of ethical systems and standards to decision making by professionals working in every part of the criminal justice system. Spring. Credit, 3 semester hours. PREREQ: CRJ 200

CRJ 397. Experiential Learning I
Written approval of Area Coordinator and supervising faculty member required prior to registration. Fall, Spring. Credit, 3 semester hours.

CRJ 398. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together with the faculty member's acceptance, is submitted for approval to the Area Coordinator prior to registration. Fall, Spring. Credit, 1 sem.hour.

CRJ 399. Directed Research II
Same as above. Credit, 2 semester hours.

CRJ 400. Criminal Procedure
A survey and analysis of due process rights of individuals in the criminal process. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors and judges and the remedies available for the violation of those rights. Spring. Credit, 3 semester hours. PREREQ: CRJ 300 or permission of the instructor.

CRJ 410. Organized Crime
A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). As announced. Credit, 3 semester hours. PREREQ: CRJ 200.

CRJ 415. Police Community Relations
This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, victims, and the mass communications media. Fall. Credit, 3 semester hours. PREREQ: CRJ 210.

CRJ 440. Conflict Management (SOC 440)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Spring. Credit, 3 semester hours.

CRJ 450. Special Topics in Criminal Justice
This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

CRJ 475. Computer Applications in Criminal Justice
An overview of the applications and emerging issues of computer technology in law enforcement, corrections, jurisprudence, and criminological research. Special attention is paid to the application of computer technology to decision-making in the criminal justice system. A variety of computer applications are presented. As announced. Credit, 3 semester hours. PREREQ: CRJ 200; and SOC 220 or CSC 100; or permission of the instructor.

CRJ 480. Internship in Criminal Justice
Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Course requirements include at least 40 clock hours of supervision in the host agency per credit hour awarded. Prior to field placement students will be instructed in operating policies and procedures of the host agency. Note: Pass/Fail Basis. Fall, Spring, Summer. Credit, 4 semester hours. This course may be repeated for a total of 8 credit hours. PREREQ: Senior standing, faculty advisor's recommendation, and consent of Coordinator of Criminal Justice Area and Internships and Department Chair..

CRJ 497. Experiential Learning II
Written approval of Area Coordinator and supervising faculty member required prior to registration. Fall, Spring. Credit, 3 semester hours.

CRJ 499. Independent Study in Criminal Justice
Restriction: Limited to seniors majoring in criminal justice whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Acceptance by a Department faculty member who will supervise, and approval by the Area Coordinator and the Department Chair.

IV. SOCIAL WORK (SWK) PROGRAM COURSES:

SWK 200. Introduction to Social Work
Required for: Social Work Major. Historical and current overview of the social welfare system and the field of social work. Basic social work concepts. Social welfare structure and services. Social work interventive methods. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: ENG 105, 106.

SWK 245. Human Diversity and Populations at Risk (SOC 245)
This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for the following: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, Women, Homosexuals, and Jews.[SWK majors must complete with a minimum 2.0] Fall, Spring. Credit, 3 semester hours.

SWK 280. Interviewing and Recording Skills
This course provides an understanding and beginning development of interviewing and recording skills essential for generalist social workers. Systems theory is applied to the conscious selection of techniques to be used with various populations at different levels of practice. This course will utilize a variety of teaching techniques including lecture, formal/informal discussion, assigned readings, communication and interviewing assignments, audio-visual taping, role playing, and simulated casework interviews. Fall, Spring. Credit, 2 semester hours.

SWK 281. Social Work Values and Ethics I
This course is designed to provide the student with the historical development of social work values and ethics. This course is also designed to provide the student with a study of the changing nature of those ethics. The goal of this course is to educate students to carry out the professional roles mandated by the social work professional ethics. Fall, Spring. Credit, 1 semester hour.

SWK 304. Social Aspects of Human Sexuality (SOC 304)
Human sexuality is analyzed as a social, psychological, and biological process. Included is a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SWK 345. Human Behavior and Social Environment I
Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. Spring. Credit, 3 semester hours. PREREQ: BIO 103 or equivalent, PSY 101; SOC 101 or SOC 201; SWK 245 recommended.

SWK 348. Social Welfare Policies and Programs I
Process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. Fall, Spring. Credit, 3 sem.hrs. PREREQ: PLS 100 or 101.

SWK 350. Correctional Treatment
Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Fall. Credit, 3 semester hours.

SWK 354. School Social Work
An overview of school social work as an area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. As announced. Credit, 3 semester hours. PREREQ: SWK 200 or permission of instructor.

SWK 360. Social Statistics (CRJ 360) (SOC 360)
The same course as CRJ/SOC 360. Credit, 3 semester hours.

SWK 380. Social Work Practice I
Social work methods for serving individuals, groups, and communities. [SWK majors must complete with a minimum 2.0] Fall. Credit, 3 semester hours. PREREQ: Permission of instructor, SWK 200 is recommended.

SWK 382. African-American Populations
This course is designed to provide the student with a theoretical perspective on the African American family. The course offers an opportunity for students to explore, analyze, and experience various aspects of African American culture via the study of history, oppression, social programs, and acculturation. This course will equip students with skills, sensitivities, and knowledge necessary to help them function more intelligently within a pluralistic society and can serve as a guide for better race relations. The student will learn how to analyze the impact of society on family structure and functioning, and the reciprocal impact of families on society. As announced. Credit, 3 semester hours. PREREQ: SWK 200 is recommended..

SWK 383. Child Welfare Services
Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. Fall. Credit, 3 semester hours. PREREQ: SWK 200 is recommended.

SWK 384. Social Gerontology
Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. Fall. Credit, 3 semester hours. PREREQ: SWK 200 is recommended.

SWK 385. Social Work Practice II
A continuation of SWK 380. [SWK majors must complete with a minimum 2.0] Spring. Credit, 3 semester hours. PREREQ: SWK 380; and permission of instructor.

SWK 386. Native American Populations (AIS 386)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. As announced. Credit, 3 semester hours. PREREQ: SWK 200 is recommended.

SWK 387. Women in Society
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. As announced. Credit, 3 semester hours. PREREQ: SWK 200 is recommended.

SWK 390. Junior Seminar in Social Work
An intermediate-level course in social work methods and theory. As announced. Credit, 3 semester hours.

SWK 391. Understanding Social Research
The ethics, standards, and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards and methods to improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as medical sociology and social work. Spring. Credit, 3 semester hours. PREREQ: SOC 201 or 101 and MAT 105 or 107.

SWK 397. Experiential Learning I
See Program Director prior to registration. Fall, Spring, Summer. Credit, 3 semester hours.

SWK 398. Directed Research I
Written acceptance by a supervising faculty member is required. Based on the student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SWK 399. Directed Research II
Same as SWK 398. See Program Director prior to registration. Credit, 2 semester hours.

SWK 403. Supervision in Human Service Organizations
A survey of administrative considerations such a manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expected to be in a supervisory position. As announced. Credit, 3 semester hours. PREREQ: SWK 348.

SWK 445. Human Behavior and Social Environment II
This course is a continuation of SWK 345. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. Spring. Credit, 2 semester hours. PREREQ: SWK 345.

SWK 450. Social Work Values and Ethics II
This course is designed to provide students with the opportunity to explore the ethics and values related to social work practice. Students will integrate theory and practice by reviewing ethical dilemmas. Students will also learn to classify value conflicts and the dilemmas of ethical decision-making. Fall, Spring. Credit, 1 semester hour. PREREQ: SWK 281.

SWK 448. Social Welfare Policies and Programs II
This course is a continuation of SWK 348. Theories of organization and their implication for social work are explored. Emphasis is placed on the underlying assumption, goals, and possible consequences of professional policy positions. Fall. Credit, 2 sem. hours. PREREQ: SWK 348.

SWK 490. Field Work
SWK 490 and SWK 491 must be taken concurrently. Each student will complete a minimum of 32 hours per week in an assigned supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester in order to received a passing grade [see **http://www.uncp.edu/sw/fieldexp.html** for more details]. The field work experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. Fall, Spring. Credit, 9 semester hours. PREREQ: SWK 200, 245, 280, 281, 345, 348, 380, 385, 391 and permission of instructor.

SWK 491. Integrative Seminar for Field Work
SWK 490 and SWK 491 must be taken concurrently. This course will focus on the transition from student to entry level professional. Each student will engage in field work activity that will allow the development of generalist skills; will explore multi cultural/lifestyle and practice issues and will present a case in order to demonstrate the integration of social work skills, knowledge and values. Each student will demonstrate the development of professional communication skills and will be able to function in a human service setting. NOTE: Letter grading basis. Fall, Spring. Credit, 1 semester hour. PREREQ: SWK 200, 245, 280, 281, 345, 348, 380, 385, 391 and permission of instructor.

SWK 497. Experiential Learning II
See Program Director prior to registration. Fall, Spring, Summer. Credit, 3 semester hours.

SCHOOL OF BUSINESS AND MASS COMMUNICATIONS

Dean: Kenneth E. Clow

The School of Business and Mass Communication offers the Bachelor of Science degree with a major in either Business Administration or Accounting. The Department of Mass Communications offers Bachelor of Science Degrees with majors in Broadcasting, Journalism, and Public Relations (see Mass Communications, below).

Business Faculty

Mohammad Ashraf
James J. Bardsley
Sharon L. Bell*
Ollie G. Bishop
Stephen J. Bukowy
Terry Martin Chambers
Cammie H. Fleury
James R. Frederick
David O. Fricke
Robert D. Maynor
Edward L. Powers
Douglas W. Schell
Ronald W. Spahr**

* Director of Masters in Business Administration Program
** Belk Distinguished Professor of Finance

BUSINESS ADMINISTRATION PROGRAMS

DEPARTMENT OF MASS COMMUNICATIONS

William H. Phillips, Chair

BUSINESS ADMINISTRATION PROGRAMS

The School of Business and Mass Communication offers the Bachelor of Science degree with a major in either Business Administration or Accounting. Business Administration majors must choose a concentration in management, marketing, finance, economics or applied business. Students wanting to complete two concentrations must complete all requirements for both concentrations and must complete at least 12 additional hours for the second concentration. A minimum of 50% of the semester hours in the Business major must be taken at UNCP. The Department offers minors in Business Administration, Economics and Marketing.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another departmental objective is to render service beyond the University and within the surrounding business community. Through a night degree program in either management or applied business (see The Night Program), the Department serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration:	**Sem. Hrs.**
Freshman Seminar	1
General Education, including: MAT 107, ECN 202, 203	44
BSBA Common Body of Knowledge	
DSC 109, MGT 215; ACC 227, 228	
DSC 313, 314; MGT 303, 307; MKT 312, FIN 310; ECN 301 or 304	
DSC 413; MGT 441, 466	42
Concentration (see below): choose one	
Economics, Finance, Management, Marketing, Applied Business	12
Business Electives (300 or 400 level)	6
General Electives	15
	Total: 120

Concentrations: select one

Economics Concentration (12 hours): ECN 301*, 330, 411, 440, 495
*ECN 301 cannot be taken as part of the BSBA Common Body of Knowledge

Finance Concentration (12 hours): FIN 304,* 410, 418, and ACC 321, 331 or FIN 495
*ECN 304/FIN 304 cannot be taken as part of the BSBA Common Body of Knowledge

Management Concentration (12 hours): MGT 308, 408, 410; and MKT 405, MKT 420 or MGT 495

Marketing Concentration (12 hours): MKT 430, 450, 480; and MKT 405, 420 or 495

Applied Business Concentration (12 hours): This concentration is designed to serve transfer students who have completed an Associate in Applied Science in Business from a community college. Because of the varied course background of each student, the exact course requirements will be determined by the advisor for this concentration.

BACHELOR OF SCIENCE IN ACCOUNTING

Requirements for a Bachelor of Science in Accounting	**Sem. Hrs.**
Freshman Seminar	1
General Education	44
Including: MAT 107, ECN 202, 203	
General Business Requirements	
DSC 109, MGT 215, 216; ACC 227, 228	
DSC 313, 314; MGT 303, 307; MKT 312, FIN 310, ECN 301 or 304; ACC 413; MGT 466	42
Accounting Requirements	
ACC 321, 322, 323, 331, 417, 418, 421, 450, 458	27
Electives	6
	Total: 120

MINORS

Requirements for a Minor in Business Administration	**Sem . Hrs.**
ACC 227, MGT 307, MKT 312, FIN 310, ECN 100, and one Business elective	**Total: 18**

Requirements for a Minor in Economics	
Required Courses ECN 202 and 203	6
Choose four courses from: ECN 301, 304, 330, 341, 406, 407, 408, 440	12
	Total: 18

Requirements for a Minor in Marketing	
Required Courses ACC 227, MGT 303, MGT 307, MKT 312	12
Choose one course from: MKT 430 or PRE 430	3
Choose one course from: MKT 405, MKT 420, MKT 480, MKT 495	3
	Total: 18

THE NIGHT PROGRAM

The Bachelor of Science in Business Administration, with a concentration in management or applied business, may be earned in whole or in part by attending classes at night. These are the only such complete, undergraduate degree programs currently offered by the University.

The night program in management is a collaboration between the Office of Continuing Education (*see Continuing Education*) and the various academic departments.

The typical night-school semester offers approximately sixty courses, usually including from nine to twelve business courses and twenty to thirty courses that meet general education requirements. Night classes generally begin at 6:30 p.m. and meet for 150 minutes one night each week of the semester.

COURSES

ACCOUNTING (ACC)

ACC 227. Financial Accounting
Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Fall, Spring. Credit, 3 semester hours.

ACC 228. Managerial Accounting
An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Fall, Spring. Credit, 3 semester hours. PREREQ: ACC 227.

ACC 321. Intermediate Accounting I
A study of financial accounting theory and procedures. Includes time value of money, and in-depth analysis of asset accounts. Fall. Credit, 3 semester hours. PREREQ: ACC 227.

ACC 322. Intermediate Accounting II
A continuation of ACC 321. Includes in-depth study of liability and capital accounts, revenue recognition. Spring. Credit, 3 semester hours. PREREQ: ACC 321.

ACC 323. Intermediate Accounting III
A continuation of ACC 321. Includes an in-depth study of pensions, leases, accounting changes, and financial statement preparation and analysis. Fall. Credit, 3 sem. hrs. PREREQ: ACC 321.

ACC 331. Cost Accounting
Cost determination and analysis, cost control, and cost-based decision making. Included are such topics as job order and process costing systems, application of factory overhead, and responsibility accounting. Fall. Credit, 3 semester hours. PREREQ: ACC 228.

ACC 413. Accounting Information Systems
Basic concepts of accounting information systems including both computer based and manual systems. This course examines transaction processing systems with emphasis on internal controls and documentation, user support systems and systems development. Specific topics include spreadsheet functions, databases, etc. As Announced. Credit, 3 semester hours. PREREQ: DSC 109, ACC 331.

ACC 417. Income Tax I
Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system, and the effect that tax law has on individual economic decisions. Fall. Credit, 3 semester hours. PREREQ: ACC 227.

ACC 418. Income Tax II
Federal income tax laws applicable to partnerships, corporations, estates, and trusts. Spring. Credit, 3 semester hours. PREREQ: ACC 417.

ACC 421. Advanced Accounting
Mergers and acquisitions accounting as well as preparation of consolidated statements after

acquisition. Special accounting problems in consolidated financial statements, partnerships pension funds, fund accounting, and fiduciary accounting. Spring. Credit, 3 sem. hrs. PREREQ: ACC 323.

ACC 450. Governmental and Not-For-Profit Accounting
Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. Fall. Credit, 3 semester hours. PREREQ: ACC 227, ACC 228.

ACC 458. Auditing
A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Spring. Credit, 3 semester hours. PREREQ: ACC 323.

ACC 495. Special Topics in Accounting
The study of a particular topic of special importance, relevance, and currency in the field of accounting. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ACC 227, ACC 228.

ACC 499. Directed Studies in Accounting
Independent study in an area of accounting of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ACC 227, ACC 228 and Permission of the Department.

DECISION SCIENCE (DSC)

DSC 109. Business Uses of Computers
An introduction to the uses of microcomputers in business. Primary emphasis on spreadsheet analysis. Also includes DOS, word processing, database management. Fall, Spring. Credit, 3 semester hours.

DSC 313. Business Statistics I
A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 107.

DSC 314. Business Statistics II
A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 313.

DSC 365. Management Science
The mathematical concepts application to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. As Announced. Credit, 3 semester hours. PREREQ: DSC 314, MGT 307.

DSC 413. Management Information Systems
Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. As Announced. Credit, 3 semester hours. PREREQ: DSC 109, MGT 307.

ECONOMICS (ECN)

ECN 100. Economics of Social Issues
Economic thinking applied to persistent economic problems and issues in a market economy. Emphasis on implications for government policy rather than on the underlying theory. Topics include: the nature of an economic system, demand and supply, monopolies, pollution and public goods, ethics and law, unemployment, inflation, the Federal Reserve System and money. Fall, Spring. Credit, 3 semester hours.

ECN 202. Principles of Microeconomics
This course focuses on the individual decisions in the market economy. After an interview of how a market economy works, the course develops theories of consumer behavior, the behavior of firms in various degrees of competition, and workers' decision to offer labor. Government regulation of markets is also examined. Fall, Spring. Credit: 3 semester hours.

ECN 203. Principles of Macroeconomics
This course offers an overall picture of the operation of our economy. The course focuses on how the economic system determines the level of national income, the unemployment rate, and the rate of inflation. Fiscal, monetary, and supply-side policies are discussed. Fall, Spring. Credit: 3 semester hours.

ECN 206. Economic Geography (GGY 206)
Location, development, and distribution of major industries, agricultural products, and economic services. As Announced. Credit, 3 semester hours.

ECN 301. Managerial Economics
Price determination, income distribution, consumer behavior, resource allocation, and the theory of the firm. Fall, Spring. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 304. Money, Financial Markets and Institutions
Study of financial institutions and their role in the economy. Analysis includes the Keynesian macroeconomic model and effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 330. Public Finance (PSPA 331)
A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. As Announced. Credit, 3 semester hours. PREREQ: ECN 202 or ECN 203.

ECN 341. U. S. Economic History (HST 341)
A study of the United States economy from colonization to the present. Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

ECN 406. Comparative Economic Systems
A comparative study of alternative economic systems, including communism, socialism, and capitalism. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 407. Labor Economics
Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 408. Economic Development
Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 411. Development of Economic Thought
A basic course in the development of economic theories and doctrines, from the ancient Greeks to the present day. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 440. International Trade
An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 495. Special Topics in Economics
The study of a particular topic of special importance, relevance, and currency in the field of economics. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 499. Directed Studies in Economics
Independent study in an area of economics of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ECN 202, ECN 203 and Permission of the Department.

FINANCE (FIN)

FIN 205. Personal Finance
Course focuses on tools consumers can use in making purchase decisions. Topics include planning and managing personal finances, credit, insurance, real estate, financial investments, retirement planning and estate planning. As Announced. Credit, 3 semester hours.

FIN 304. Money, Financial Markets and Institutions
Study of financial markets and financial institutions and their role in the economy. Analysis includes the keynesian macroeconomic model and effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

FIN 310. Business Finance
Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Fall, Spring. Credit, 3 semester hours. PREREQ: ACC 227, ACC 228.

FIN 410. Financial Management
Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations. As Announced. Credit, 3 semester hours. PREREQ: FIN 310.

FIN 418. Investment Analysis and Portfolio Management
Equity and debt securities as investments, the organization and functions of the capital market, and the analysis and evaluation of securities and portfolios. As Announced. Credit, 3 semester hours. PREREQ: FIN 310.

FIN 420. Bank Management and Policy
Course focuses on the theory and practice of management of commercial banks and other depository institutions. Primary emphasis is on the application of concepts and analytical tools crucial to decisions facing managers of contemporary banks. Areas covered include financial and portfolio management, deposit acquisitions, capital adequacy, managerial objectives, market and regulatory environment and dimensions of risk. Spring. Credit, 3 semester hrs. PREREQ: FIN 310.

FIN 480. Bank Internship
A work experience in a bank or financial institution where the student, under academic and employer supervision, participates in actual managerial functions and is exposed to the daily operation, decisions and working policies of the bank (minimum of 40 work hours per semester credit hour required). Students must keep an extensive diary of work experiences and submit frequent reports to the academic supervisor. As Announced. Credit, 1-3 semester hours. Pass/Fail. May be repeated for credit. PREREQ: Consent of Dean or faculty member supervising bank internships.

FIN 495. Special Topics in Finance
The study of a particular topic of special importance, relevance, and currency in the field of finance. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: FIN 310.

FIN 499. Directed Studies in Finance
Independent study in an area of finance of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: FIN 310 and Permission of the Department.

MANAGEMENT (MGT)

MGT 215. Legal Environment of Business
The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Fall, Spring. Credit, 3 semester hours.

MGT 216. Commercial Law
Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights. As Announced. Credit, 3 semester hours.

MGT 303. Business Communications
Development of skill in the fundamentals of oral and written communication skills. In addition to studying the concepts of communication, students are required to make both oral and written presentations. The importance of effective communication within the business context is emphasized. Fall, Spring. Credit, 3 semester hours.

MGT 307. Principles of Management
Introductory study of the decision-making process tied to the planning, organizing, leading, and controlling of profit non-profit organizations. Fall, Spring. Credit, 3 semester hours.

MGT 308. Organizational Theory and Behavior
Study of behavioral science concepts as they apply in organizational settings. Issues discussed include individual behavior, group behavior, leadership, motivation, and organizational design/development. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MGT 408. Human Resource Management
Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MGT 410. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. Fall. Credit, 3 semester hours. PREREQ: MGT 307, MKT 312, FIN 310.

MGT 411. Small Business Institute Problems
Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations. Limited enrollment. Spring. Credit, 3 semester hours. PREREQ: MGT 307, MKT 312, FIN 310, (MGT 410 desirable, but not required).

MGT 441. Operations Management
Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 314, MGT 307.

MGT 466. Business Policy
Course integrates knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. Fall, Spring. Credit, 3 semester hours. PREREQ: ACC 331 or MGT 441, MGT 303, MGT 307, MKT 312, FIN 310, Senior standing.

MGT 480. Management Internship
A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work experiences, and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Fall or Spring, contingent on faculty availability. Credit, 3 semester hours. Pass/Fail. PREREQ: Written Proposal and Consent of Department Chair.

MGT 495. Special Topics in Management
The study of a particular topic of special importance, relevance, and currency in the field of management. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MGT 499. Directed Studies in Management
Independent study in an area of management of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: MGT 307 and Permission of the Department.

MARKETING (MKT)

MKT 312. Principles of Marketing
An introductory course in basic marketing principles is viewed from the perspective of a marketing manager. Topics covered include: the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing, and marketing's role in society. Fall, Spring. Credit, 3 semester hours.

MKT 405. Retail Management
Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. As Announced. Credit, 3 semester hours. PREREQ: MKT 312.

MKT 420. Sales Management
Management of external sales organization including sales representative selection and training, sales planning, sales incentives, and territory design. As Announced. Credit, 3 semester hours. PREREQ: MKT 312.

MKT 430. Integrated Marketing Communications
A study of advertising planning and strategy. Topics include economics and social aspects, types of advertising, advertising objectives, development of advertising messages, media selection and evaluation, and advertising research. As Announced. Credit, 3 semester hrs PREREQ: MKT 312.

MKT 450. Marketing Research
A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. As Announced. Credit, 3 semester hours. PREREQ: DSC 314 and MKT 312.

MKT 480. Marketing Strategy
Integration of marketing elements in a strategic planning framework. Topics include demand analysis, formulating marketing strategies, establishing marketing policies and procedures, coordinating marketing actions, and evaluating performance of marketing functions. Fall, Spring. Credit, 3 semester hours. PREREQ: MKT 312.

MKT 495. Special Topics in Marketing
The study of a particular topic of special importance, relevance, and currency in the field of marketing. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: MKT 312.

MKT 499. Directed Studies in Marketing
Independent study in an area of marketing of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: MKT 312 and Permission of the Department.

DEPARTMENT OF MASS COMMUNICATIONS

Chair: William H. Phillips

Kathleen F. Hinnen Sara Oswald Doug Spero

The Department of Mass Communications combines into a single liberal arts program concentrations in Television Broadcasting, Print Journalism, and Public Relations.

Students who elect to participate in this program will choose academic courses in the specific concentration selected--**Broadcasting, Journalism, or Public Relations** -- as well as the opportunity to become involved with WNCP-TV, the University's public affairs television station, or *The Pine Needle*, the campus newspaper.

All students enrolled in the Mass Communications program take 18 hours of core major courses, including Writing for the Media, Mass Communications Research, Law and Ethics of Public Communications, and Introduction to Mass Communications. All Mass Communications majors also are expected to write a senior thesis and complete an internship in their concentration.

BACHELOR OF SCIENCE IN MASS COMMUNICATIONS

Requirements for a Bachelor of Science Degree in Mass Communications:

(Broadcasting, Journalism, Public Relations)	**Sem. Hrs.**
Freshman Seminar	1
General Education Program*	44
Core Major Courses: MCM 210, 240, 405, 413, 436, 455	18
Courses required for Concentration	15
Electives	42
	Total: 120

Concentrations in Broadcasting, Journalism, and Public Relations

For each concentration, five courses in the appropriate area are required.

Consult the department chair for specific information about program requirements.

MINORS

Requirements for a Minor in Journalism

6 hours from: MCM 240, JRN 305, 317, 350, 390

9 additional hours from the following:

JRN 306, 340, 400; MCM 210; PRE 209, 214;
ENG 211, 212, 242, 243, 244 (1 credit each); ENG 277, 370

Requirements for a Minor in Public Relations Communication

Choose 18 hours, at least 6 at 300-400 level: MCM 210, 240;
PRE 209, 214, 350, 407, 409; JRN 305; BRD 316; SPH 100 or 101

COURSES (MCM)

COMMON CORE (Required of All Mass Communications Majors)

MCM 210. Introduction to Mass Communications

Examination of channels used to communicate with mass audiences in the United States, with emphasis on changes in newspaper, network radio, network television, and magazines since 1920. Fall, Summer. Credit, 3 semester hours.

MCM 240. Writing for the Media An introduction to journalistic writing with emphasis on both the inverted pyramid and feature styles of writing for all students majoring in Broadcasting, Journalism, and Public Relations. Fall. Credit, 3 semester hours.

MCM 405. Law and Ethics in Public Communication
Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law.
Spring. Credit, 3 semester hours.

MCM 413. Internship in Mass Communications
Practical application of the principles of Broadcasting, Journalism and Public Relations in the workplace. Interns will work in broadcasting stations, newspapers, public relations offices and related ties under the supervision of experienced professionals. Interns will write papers evaluating their experiences as they relate to MCM courses. PREREQ: Consent of instructor. May not be taken by non-MCM majors. Fall, Spring, Summer. Credit, 3 semester hours.

MCM 414. Internship in Mass Communications.
A second internship which MCM majors may take as an elective. It is not part of the Core Course requirement. Same requirements and prerequisites as MCM 413. Fall, Spring, Summer. Credit, 3 semester hours.

.MCM 436. Mass Communications Research: Tactics and Strategies
Examination of the critical role of information gathering and reporting in the field of Mass Communications. Emphasis on information acquisition, ethical information utilization, and preparing a major paper on a selected topic. Fall. Credit, 3 sem. hours.

MCM 455. Senior Thesis
An independent study project culminating the student's sequence of studies with a substantive research project resulting in a major paper or comparable original work. The project is designed by the student and his/her research director. Fall, Spring, Summer. Credit, 3 semester hours.

BROADCASTING (BRD)

BRD 312. Broadcasting Programming
The history, development, and impact of broadcast programming. Attention is paid to program creation, survival, and audience attitudes/ratings. Analysis of current programming is included. Overview of basic programming development at both local and network levels. Both television and radio programming formats included. Spring. Credit, 3 semester hours. PREREQ: MCM 210 or consent of instructor.

BRD 313. Broadcast Copywriting
Theory and technique of writing broadcast scripts, to include scripts of dramas, interviews, documentaries, and advertisements or promotions. Will include both study and practical application of techniques discussed. Script formats for radio and television included. Fall. Credit, 3 semester hours. PREREQ: BRD 316 or permission of instructor.

BRD 314. Broadcast Journalism
The theory and practice or broadcast new, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on gathering and production for broadcast news. Writing for broadcast sports and weather will also be covered. Spring. Credit, 3 semester hours. PREREQ: CMA 210.

BRD 316. Television Production
Basic theory and practice of studio operations in television, with laboratory experience in the use of control boards, records, cameras, switching and editing equipment, microphones, and related equipment. 3 hours lecture, 3 hours lab. Fall. Credit, 3 semester hours.

BRD 402. Computer Animation and Graphics
Introduction to computer graphics, animation, and 3-D animation. Theory of animation and graphics applicable to Amiga and ADO systems. Each student produces a video using animation and graphics on the Amiga 2500 system with Toaster effects. Spring, 3 semester hours.

BRD 408. Broadcast Management and Law
Study of the social, economic, and legal responsibilities of management in the broadcasting station. Attention will be given to the managerial function of the broadcasting executive. The socio-political control of broadcasting to include local, state, and federal regulation of the industry. Emphasis will be placed on the unique place of broadcasting among the media in terms of regulation. Fall. Credit, 3 semester hours. .

BRD 416. Broadcast Advertising and Sales
Production of successful broadcast advertising campaigns. Emphasis on creative, practical solutions to problems in broadcast advertising. Fall. Credit, 3 semester hours.

BRD 419. Advanced Television Production
An advanced study and practice of television with studio experience in solving the problems of production, design, direction, and performance. 3 hours lecture, 3 hours lab. Spring. Credit, 3 semester hours. PREREQ: CMA 316.

BRD 420. Advanced Broadcast Journalism.
Emphasizes integration of television news and television studio production, plus localizing national and international news and reworking public relations material for TV newscasts. Content of program will continue to promote understanding of Native American and African American culture in the Pembroke area. Fall,, 3 semester hours.

JOURNALISM (JRN)

JRN 182, 183, 184, 282, 283, 284. Yearbook Production
Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, The Indianhead. Activities will include theme development, layout design, feature writing, photography selection/ cropping, entering/ editing copy at the computer, art work, and general production work. Pass/Fail grading. Fall, Spring. Credit, 1 semester hours each.

JRN 191, 192, 291, 292, 391, 392, 491, 492. Student Newspaper Production
Experience in producing a student newspaper, The Pine Needle. Reporting, news and feature writing, editing, layout, photography, typesetting, circulation, and other activities will be offered. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

JRN 305. Feature Writing
The writing of articles in-depth for newspapers and magazines. A practical course that ranges widely in terms of possible prose writing experience. Spring. Credit, 3 semester hours.

JRN 306. News Editing/Typography
Duties of the newspaper copy editor, editing techniques, headline and cutline writing, cropping of photography, use of headline schedules, stylebooks and directories. Trends in the design of newspaper pages. Fall. Credit, 3 semester hours.

JRN 309. Editorial Writing
The study and analysis of editorial writing in major newspapers with special emphasis on principles and practices. Students will actually write editorials for publication. Fall. Credit, 3 semester hours.

JRN 317. History of American Journalism
A consideration of the inventions, events, and people shaping and influencing journalism in this country. The course will include topics ranging from the invention of the printing press to present-day journalistic practices and personalities. Spring. Credit, 3 semester hours.

JRN 340. Newswriting and Reporting II
Designed to familiarize the student with the total range of reporting possibilities. Each term a field of specialization will be chosen for emphasis. Also introduces copy-reading and news editing. Spring. Credit, 3 semester hours. PREREQ: MCM 240 or permission of instructor.

JRN 400. Sports Reporting
A consideration of contemporary sports reporting, including trends and philosophies of sports reporting; writing for major and minor sports; interviewing; features; columns; and legal aspects of sports reporting. Spring. Credit, 3 semester hours.

PUBLIC RELATIONS (PRE)

PRE 209. Public Relations
An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations. Spring. Credit, 3 semester hours.

PRE 214. Photography for Public Relations
Still photography in mass communications, especially public relations. Still photo techniques. How the public relations professional can work with professional photographers or take his/her own pictures, especially for company publications. The slide-sound show. A simple still camera and film processing are required. Spring. Credit, 3 semester hours.

PRE 324. Print Advertising
Newspaper and magazine advertising, with emphasis on public relations advertising and public service advertising. Role of the marketing plan in developing public relations and advertising campaigns. Increasing use of public relations and advertising in promotional campaigns. Spring. Credit, 3 semester hours.

PRE 345. Computer-Assisted Editing and Publication Design
Using computers to edit publications copy and to design newsletters, brochures, pamphlets, and similar printed material. Spring. Credit, 3 semester hours. PREREQ: Consent of Instructor.

PRE 350. Organizational Communications
Communication between an organization and its internal publics, especially employees, students and clients. Emphasis is on developing effective company publications, especially newsletters. Writing news and features for publications. Traditional and computer design of publications. Fall. Credit, 3 semester hours.

PRE 407. Public Relations Media
Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, and copy for video news releases. Inverted and magazine forms of news writing. Annual reports.Fall.: PRE 209, MCM 240.

PRE 409. Advanced Public Relations
Specialized public relations programs, including press relations, community affairs, investor relations, and legislative relations. Planning and evaluating public relations programs. Writing speeches. PREREQ: PRE 209, 407.

SCHOOL OF EDUCATION

Dean: Zoe Woodell Locklear

Education Faculty

Irene P. Aiken[9]
Warren Baker[3,7]
Paul J. Berghoff
Pam Carroll[8]
Rhoda Collins
Wanda S. Dickson[2]
Charles R. Jenkins
Otis McNeil
Willie McNeill, Jr.
Susan M. Moody[6]
Lawrence R. Schultz[4]
Sharon L. Sharp[5]
Karen L. Stanley[1]
Judith L. Wish

[1]Birth-to-Kindergarten Education Coordinator
[2]Elementary Education Coordinator
[3]Middle Grades Education Coordinator
[4]Special Education Coordinator
[5]Professional Studies Coordinator
[6]Director of Instructional Technology
[7]Director of University-School Programs
[8]Assistant Director, University-School Programs
[9]Director of Teaching Fellows Program

Teacher Education Program

Education Programs and Courses

Department of Health, Physical Education, & Recreation
Chair: Tommy Thompson*

Department of Aerospace Studies
Director: Phillip Petersen (Air Force)

Department of Military Science
Director: Master Sgt. Johnny Torre (Army)

THE TEACHER EDUCATION PROGRAM

TEACHER EDUCATION PROGRAM ORGANIZATION

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the next section. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and and the name of the program coordinator.

Licensure Program Area	*Location*	*Program Coordinator*
Biology Education (secondary 9-12)	College of Arts & Sciences, Department of Biology	Dr. Sue Bowden
English Education (secondary 9-12)	College of Arts & Sciences, Department of English, Theatre, & Languages	Dr. Dennis Sigmon
Mathematics Education (secondary 9-12)	College of Arts & Sciences, Department of Mathematics & Computer Science	Dr. Gilbert Sampson
Science Education (secondary 9-12)	College of Arts & Sciences, Department of Chemistry and Physics	Dr. Pete Wish
Social Studies Education (secondary 9-12)	College of Arts & Sciences, Department of History	Dr. Kathleen Hilton
Art Education (K-12)	College of Arts & Sciences, Department of Art	Dr. Ann Klesener-Lopez
Music Education (K-12)	College of Arts & Sciences, Department of Music	Timothy Altman
Physical Education (K-12)	School of Education, Department of Health, Physical Education, & Recreation	Dr. Tommy Thompson
Birth to Kindergarten (B-K)	School of Education	Dr. Karen Stanley
Elementary Education (K-6)	School of Education	Dr. Wanda Dickson
Exceptional Children (K-12) –Learning Disabilities, Mental Retardation,	School of Education	Dr. Lawrence Schultz
Middle Grades Education (6-9) –Language Arts, Science, Mathematics, Social Studies	School of Education	Dr. Warren Baker

TEACHER EDUCATION MISSION STATEMENT

The Teacher Education Program at the University of North Carolina at Pembroke prepares and promotes the further development of effective professionals for service as teachers and student support personnel in the schools of North Carolina and the nation. The Teacher Education Program, in addition, supports and enhances the university's mission, which calls for a balanced program of teaching, research, and services, and shares its commitment to academic excellence, cultural diversity, and lifelong learning.

The Teacher Education Program is committed to providing preservice and inservice teachers and student support personnel with an understanding that the dynamic interrelationship among theory, practice, and reflection provides the foundation for continuous professional development. The Teacher Education Program is also committed to influencing positive change in professional education systems through school/university partnerships, collaborative improvement projects, and continuous education opportunities.

Accreditation and Licensure

All bachelor's degree teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE)and the North Carolina State Board of Education.* Accreditation provides for reciprocal licensure with other states that recognize national accreditation.(**Note: The Birth-Kindergarten Education program has been fully accredited by the North Carolina State Board of Education but is awaiting the next NCATE re-accreditation visit.*)

The State of North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change.

THE TEACHER EDUCATION CURRICULUM

The program of study, or curriculum, for teacher education majors is comprised of three components: the *General Education* component, the *Major/Specialty Area/Multidisciplinary Core* component, and the *Professional Studies* component. The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Major/Specialty Area/Multidisciplinary Core component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/ licensure area. Outlines of the various specialty area requirements may be found in the catalog section referenced in the chart above.

The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; curriculum, instruction; exceptional children, communication skills; and the integration of instructional technology. To help the prospective teacher make connections between theory and practice, most professional education courses require field experiences. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Special Requirement for Some Teacher Education Majors: Academic Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education must complete an academic concentration in a basic academic discipline as part of their degree requirements. The 24-27 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic concentrations are available in American Indian Studies, Art, Biology, English, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Spanish, and Sociology. Students may choose to earn a second major of 30 hours in Philosophy or Religion rather than an academic concentration. Academic concentration requirements are listed with the respective department.

Declaration of Major and Advising

As soon as the student decides to major in education, a Declaration of Major Form should be submitted to the Office of the Registrar in Lumbee Hall. The Declaration of Major Form is then forwarded to the School of Education where an advisor in the chosen program area is assigned to the student. A major advisor is critical to a student's timely and efficient progress through the teacher education program.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for admission to the Teacher Education Program an individual must:

1. Have not more than 8 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 227 (EDN 302 after Jan. 2001)
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required major and/or professional course work completed at the time of admission. *(NOTE: Major and/or professional courses may be repeated only one time).*
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Satisfactorily complete the Praxis I Series. Scores must be sent to UNCP by the Educational Testing Service. Students must meet the scores in effect at the time they apply to and qualify for admission to the Program [*see next section for details*].
6. Satisfactorily complete an admission interview.
7. Secure the endorsement/recommendation of his/her Foundations of Education instructor, advisor, program coordinator, and respective Department Chairperson.
8. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the School of Education. *(NOTE: Students are limited in their progression in Professional Education courses until they have been formally admitted to the Teacher Education Program).*

Students will receive written notification from the School of Education that their program application was approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

The Praxis I Series Examination

Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series - three subtests in reading, writing, and mathematics. Students must meet the required scores in effect at the time they apply to and qualify for admission to the program. These tests will normally be taken at the time General Education requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. The Educational Testing Service must send scores directly to UNCP. Student copies of scores are not acceptable. For more information about the Praxis I Series or other requirements for admission to the Teacher Education Program, consult your advisor.

CONTINUATION IN THE TEACHER EDUCATION PROGRAM

If a student earns a course grade lower than "C-" in a major or professional education course, if a student's quality point average falls below a 2.5, or if a student's application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the student is suspended from the Teacher Education Program. Students suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required major and professional education courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. The course may be repeated one time only. Upon correction of the deficiencies, students suspended from the program may request reinstatement.

Enrollment in the Professional Semester

Enrollment in the Professional Semeseter is the culminating experience of the UNCP undergraduate Teacher Education Program. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those approved for the Professional Semester. The application for enrollment in the Professional Semester must be filed with the Office of University-School Programs.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have completed all required General Education courses.
2. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester.
3. Have not more than six semester hours of program requirements remaining. The six hours must be approved by the student's advisor and the Dean of the School of Education.
4. Have an **overall** quality point average of 2.5 or better as well as a 2.5 or better in the student's **major** field of study.
5. Present a final recommendation as to character, suitability, and aptitude for teaching by the student's advisor, program coordinator, and respective department chairperson.
6. Secure a health clearance statement from the University Student Health Center.

Students with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Programs.

Students will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A student is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

NC STATE LICENSURE EXAMINATION REQUIREMENT:

The Praxis II Series

All persons qualifying for a teaching license in North Carolina must pass the designated Praxis II specialty area tests. The Praxis II is normally taken during the Professional Semester. The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction.

Students should have their scores sent directly to the University by the Educational Testing Service. Student copies are not accepted. Applications and information about the tests are available in the Office of University-School Programs.

The appropriate speciality area exam must be taken for each area of licensure sought.

POLICIES

One Repeat Policy

Required major and professional education courses in which a grade lower than a "C-" was earned ("C" in EDN 227, EDN 302 after Jan. 2001) must be repeated and a grade of "C" (2.0) or better must be earned. The course may be repeated only one time. Students who do not earn the required "C" (2.0) or better when repeating the course are not eligible for admission to or continuation in the Teacher Education Program.

Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Major/professional education course work taken more than five years ago is subject to review and may not be accepted toward initial licensure.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the Professional Semester. This course work may be in the student's major and/or professional education.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to six (6) hours transfer credit may be granted for professional education courses. Transfer credit will be accepted only from four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Department of Public Instruction; (2) National Council for the Accreditation of Teacher Education (NCATE); or (3) appropriate regional accrediting agencies, e.g., Southern Association of Colleges and Schools. Transfer credit for professional education courses will not be accepted from two-year colleges or institutions including junior colleges, technical colleges or institutes, or community colleges.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy the same requirements for licensure as undergraduate teacher education majors. To determine which requirements have been met through previous study, an individual must complete a *Request for an Individualized Education Program (IEP)* form available from the School of Education. Transcripts from each institution attended must accompany the Request. Based upon review of the transcript(s) by the School of Education and the appropriate program coordinator, an individualized program of study is developed. Upon successful completion of the prescribed program of study, the student may apply for licensure recommendation from The University of North Carolina at Pembroke. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students.

Additional information is available from the School of Education.

SPECIAL RESOURCES AND FACILITIES

The Curriculum Laboratory: The Curriculum Laboratory, housed in the Educational Center, is an essential part of the teacher education program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in K - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional books and journals, curriculum outlines, Praxis I review materials, equipment and resources for the construction of instructional materials, and satellite access for professional development service delivery.

The Education Technology Center (ETC): The ETC is a student computer lab housed in the Educational Center specifically designed for teacher education preparation. Hardware, software and training are available to provide preservice teachers with opportunities to demonstrate mastery of the North Carolina Technology Competencies for Educators at both the basic and advanced levels. The ETC also houses a variety of materials designed to assist students preparing to take the Praxis I Series. All teacher education majors are encouraged to utilize the resources available in this Center.

The Learning Laboratory: The Learning Lab is a unit housed in the Educational Center. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials, commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

SPECIAL PROGRAM: TEACHING FELLOWS

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the "best and brightest" students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of the senior year. Following a state-wide selection process, four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission.. Each Teaching Fellow receives a $26,000 scholarship ($6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to introduce students to the teaching profession and acquaint them with the University, faculty, staff, administrators, and fellow students. Teaching Fellows enroll in a special section of the required Freshman Seminar course (FRS 100) taught by the Teaching Fellows Program Director.

Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to young adults. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information about the program is available from the School of Education and the Teaching Fellows Program Director.

BACHELOR OF SCIENCE: BIRTH-TO-KINDERGARTEN EDUCATION

Coordinator: Karen Stanley

The Department of Education offers a program leading to the Bachelor of Science degree in Birth-to-Kindergarten Education with recommendation for North Carolina licensure. Curriculum check sheets are available from program coordinator and the School of Education. Students must meet the criteria stated in the University catalog for admission to the Teacher Education Program.

Requirements	**Sem. Hrs.**
Freshman Seminar	1
General Education*	44
Major Requirements ECE 301, 302, 320, 321, 322, 360, 400, 420, EDN 465, SED 482	30
Multidisciplinary Core HED 106, 109, 206, SOC 303, ART 305, MUS 224, PSY 315	15
Professional Education Requirements EDN 227(302), 306, 350, 408, ECE 446, 475	24
Electives	14
	Total: 128

*Students who plan to major and desire teacher licensure in Birth-to-Kindergarten Education should consult with the Program Coordinator or program advisors prior to registering for General Education courses.

BACHELOR OF SCIENCE : ELEMENTARY EDUCATION

Coordinator: Wanda (Swannee) Dickson

The Department of Education offers a program leading to the Bachelor of Science degree in Elementary Education with recommendation for North Carolina licensure. Curriculum check sheets are available from program advisors and the School of Education. Students must meet the criteria stated in the University catalog for admission to the Teacher Education Program. The Elementary Education program is approved by the International Reading Association.

Requirements	**Sem.Hrs.**
Freshman Seminar	1
General Education*	44
Education Major	34
ART 305, MUS 224; HED 109, PED 316; HST 317 EDN 304, 409, 421, 453, 455, 463, 465	
Professional Education: EDN 227(302), 307, 350, 410, 430, 446, 475	25
Academic Concentration**	18
Electives	6
	Total: 128

*Students who plan to major and desire teacher licensure in Elementary Education should consult with the Program Coordinator or program advisors prior to registering for General Education courses.

** Some overlap may exist between Academic Concentration requirements and General Education requirements.

BACHELOR OF SCIENCE : MIDDLE GRADES EDUCATION

Coordinator: Warren Baker

The Department of Education offers a program leading to the Bachelor of Science degree in Elementary Education with recommendation for North Carolina licensure. Curriculum check sheets are available from program advisors and the School of Education. Students must meet the criteria stated in the University catalog for admission to the Teacher Education Program.

Requirements	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
EDN 405; CSC 405	6
Teaching Concentrations and Academic Concentration** 49	
Professional Educational Requirements:	22
EDN227(302), 309, 350, 419, 430, 456, 476	
Electives	6
	Total: 128

*Students who plan to major in Middle Grades Education should consult with the Program Coordinator or program advisors prior to registering for General Education Courses.

**Middle grades education majors are required to complete two teaching concentrations and an academic concentration. Teaching concentrations are available in Language Arts (English, Theatre and Languages Department), Mathematics, Science (see Science Education Program), and Social Studies (History Department). Information on the requirements for these concentrations is described in the respective department section in this catalog.

Middle grades education majors are advised that some combinations of teaching and academic concentrations require in excess of 128 semester hours. Combinations which are possible within the 128 semester hour program (if General Education courses are selected carefully) are:

Academic Concentration	**Teaching Concentration 1**	**Teaching Concentration 2**
English	Language Arts	Science
English	Language Arts	Mathematics
Mathematics	Mathematics	Science
History	Social Studies	Language Arts
History	Social Studies	Science

BACHELOR OF SCIENCE: SPECIAL EDUCATION

Coordinator: Dr. Lawrence Schultz

The Department of Education offers a program leading to the Bachelor of Science degree in Special Education with recommendation for North Carolina Licensure. Curriculum check sheets are available from departmental advisors and the Schoolof Education. Students must meet the criteria stated in the UNCP catalog for admission to the Teacher Education Program. This program is approved by the Council For Exceptional Children.

Requirements **Learning Disabilities Track**	**Sem.Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Academic Concentration**	19
Major Requirements SED 100, 200, 302, 310, 340, 341, 401, 475; EDN 425, 472	30
Professional Education Requirements EDN 227(302), 310, 350, 409, 430, SED 449, 471	25
Electives	9
	Total: 128

Requirements **Mental Retardation Track**	**Sem.Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Academic Concentration**	19
Major Requirements SED 100, 200, 301, 310, 340, 400, 475; EDN 425, 472; PED 204; HED 106	29
Professional Education Requirements EDN 227(302), 310, 350, 409, 430, SED 449, 470	25
Electives	10
	Total: 128

*Students who plan a major in Special Education should consult with the Program Coordinator or program advisors prior to registering for General Education courses.
**The Special Education program recommends Psychology. Please see the program coordinator if you are considering another concentration. To complete an Academic Concentration (24-27 hours) students must plan for overlap with General Education courses.

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 301. Child Study: Typical & Atypical Development, Birth-Five
A focus on the growth of individuals and the forces which influence this growth with special emphasis on the family context. Current theories of child development will be explored with major emphasis on the complex interaction between heredity and environmental factors. A framework will be utilized for objectively observing, recording, and interpreting children's behavior. Fall, Spring. Credit: 3 semester hours.
COREQ: ECE 302.

ECE 302. Practicum in Child Study, Birth-Five
This course is designed as a field experience which will allow students to observe, record, and analyze children's physical, motor, social, emotional, moral, and cognitive development using developmental theory. Settings will include interactions between children and peers, children and adults, and children and their learning environments. Fall, Spring. Credit: 3 semester hours. COREQ: ECE 301.

ECE 320. Infant and Toddler Programs: Developmental Curriculum and Environments, Birth-Two
A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues. Fall, Spring. Credit: 3 semester hours.

ECE 321. Adapting Curriculum and Environments in Preschool Education, Three-Five
To provide assistance to preservice early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Fall, Spring. Credit: 3 semester hours.

ECE 322. Adapting Curriculum for Children with Special Needs, Birth-Five
This course gives the student the opportunity to apply knowledge of the young child's development (both typical and atypical) in designing, adapting, and implementing appropriate activities across the curriculum for infants, toddlers, and preschoolers with special needs. Students will develop competencies in methodology, instruction techniques, and the development and implementation of specific curriculum as these relate to early intervention. Fall, Spring. Credit: 3 semester hours.

ECE 360. Interagency Networking
This course will focus on collaboration and networking between families, schools, and service agencies in the community. A review of current community, state and national resources will be provided. Students will develop competencies in communication and collaboration skills' developing interagency networks, team building and professional development. Fall, Spring. Credit: 3 semester hours.

ECE 400. Developmental Assessment for Young Children
This course begins with a study in all aspects of typical and atypical development children ages birth through five. The course also provides diagnostic skills preparation in sufficient depth to develop competencies in screening and developmental assessment. Students will become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children. Fall, Spring. Credit: 3 semester hours.
PREREQ: Admission to Teacher Education Program.

ECE 446. Internship in Child and Family Development
A semester long full-time internship experience in an off-campus setting. Intensive field experience is an opportunity to work with children and families in home, school, and community settings. Fall, Spring. Credit: 9 semester hours.
COREQ: ECE 475.
PREREQ: Admission to the Professional Semester.

ECE 475. Professional Seminar for Preservice Birth-Kindergarten Teachers
Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site preservice teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Fall, Spring. Credit: 3 semester hours.
PREREQ: Admission to the Professional Semester.
COREQ: ECE 446.

EDUCATION (EDN)

EDN 102. Language Skills in Teaching Reading
A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. As Announced. Credit, 3 semester hours.

EDN 104. College Reading
This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 301. Early Childhood Curriculum
A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to teaching internship.) As Announced. Credit, 3 semester hours.
PREREQ: EDN 227(302).

EDN 227. Foundations of Education (EDN 302 after Jan. 2001)
This course provides students with knowledge of the philosophical, historical, and sociological foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their knowledge base, they begin to construct a conceptual framework for teaching and learning. During a required field experience, students have the opportunity to examine, through critical reflection, their emerging beliefs about teaching and learning and to assimilate new knowledge, insights, and understandings into their conceptual framework. Fall, Spring. Credit, 3 semester hours.

EDN 304. Curriculum in the Elementary School
A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program or EDN 227 (302) and EDN 307.

EDN 306. Psychology of Early Childhood
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 307. Middle Childhood Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the preservice teacher validates through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 308. Adolescent Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 309. Early Adolescent Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the early adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hrs.

EDN 310. Birth Through Young Adult Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 350. Educational Psychology
This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables preservice teachers to examine the theoretical principles in clinical settings. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 400. Methods of Teaching in the Secondary School
(EED 400, MAT 400, SCE 400, SSE 400)
Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 405. Foundations and Curriculum Development for Middle Grades
An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: EDN 309.

EDN 408. Language and Literacy in the Early Years
A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis will be given to practical application of theories to the early childhood setting. Topics include: stages of language development, languages and dialectical differences, language acquisition, speech disorders, fostering language development, and best practices for facilitating emerging literacy. Fall, Spring. Credit: 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 409. Early Literacy: Learning to Read in the Elementary School
A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 410. Content Area Literacy in the Elementary School
In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables elementary majors and special education majors to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit: 3 semester hours.
PREREQ: Admission to Teacher Education Program and EDN 409.

EDN 418. Measurement and Evaluation in Public Schools
A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. As Announced. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 419. Content Area Literacy in Middle and Secondary Schools
In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables preservice teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 423. Research in Elementary Education
An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 425. Classroom Diagnosis of Reading Difficulties
Methods and materials used in the diagnosis and remediation of reading difficulties. Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 426A, 426B. Design and Implementation of Developmentally Appropriate Preschool Programs
To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 430. Including Students with Special Needs
In this course, the preservice teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Fall, Spring. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

EDN 433. Research in Secondary Education
An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours.

EDN 434. Problems in Contemporary Education
Designed for individual study of trends, practices, and instructional materials related to current problems in education. As Announced. Credit, 1-3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 446. Internship in the Elementary School (K-6)
Provides a semester long full-time internship experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 sem. hrs.
PREREQ: Admission to the Professional Semester

EDN 448. Internship in the Secondary School
Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.
PREREQ: Admission to the Professional Semester

EDN 449. Internship (Full-Semester)
Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Fall, Spring. Credit, 9 sem.hrs.
PREREQ: Admission to the Professional Semester.

EDN 453. Teaching Social Studies in the Elementary School
Designed to provide the prospective and/or in-service teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Fall, Spring. Credit, 3 semester hours.
PREREQ: General Education requirements in history and Admission to Teacher Education Program.

EDN 455. Teaching Science and Health in the Elementary School
Designed to assist prospective and/or in-service teachers in developing competencies for teaching elementary school science and health. Special emphasis will be placed on the content, methods, and curriculum appropriate for teaching science and health education in grades K-6. Fall, Spring. Credit: 3 semester hours.
PREREQ: General Education requirements in science and Admission to Teacher Education Program.

EDN 456. Internship in the Middle Grades
Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 6 semester hours.
PREREQ: Admission to the Professional Semester.

EDN 463. Teaching of Mathematics in the Elementary School
A laboratory-type course designed to help students further develop their understanding of

mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to internship.) Fall, Spring. Credit, 3 semester hours.
PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

EDN 465. Foundations, Educational Trends, and Practice in Pre-School Education
A study of educational trends and emerging patterns of contemporary education for the pre-school child. Emphasis placed on the roles and responsibilities of administrators, teachers, parents, volunteers and local agencies in the operation of preschool programs. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDN 467. Practicum: Pre-School Education
Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved pre-school setting. Fall, Spring. Credit, 3 semester hours.

EDN 472. Diagnostic and Remedial Mathematics Methods
Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 475. Professional Seminar for Pre-Service Teachers in the Elementary School
A seminar designed to parallel the full semester internship experience. Emphasis will be on helping these on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the elementary teacher. Opportunities will be provided for these pre-service teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to the Professional Semester.

EDN 476. Instructional Approaches to Middle School Grades
Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to the Professional Semester.

EDN 477. Resources for Education of Young Children
Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

EDUCATIONAL MEDIA (EDM)

EDM 360. Introduction to Graphic Arts
Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As Announced. Credit, 3 sem.hrs. PREREQ: Permission of instructor.

EDM 361. Advanced Graphic Arts
A continuation of EDM 360. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: EDM 360 and/or permission of instructor.

EDM 460. Audio-Visual Materials and Procedures
Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring. Credit, 3 semester hours.

EDM 461. Advanced Educational Media
Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. As Announced. Credit, 3 semester hours.

EDM 466. Workshop in Education Media for Teachers
A workshop designed to acquaint in-service teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. As Announced. Credit, 3 semester hours.

SPECIAL EDUCATION (SED)

SED 100. Practicum: Students with Mental Handicaps; Learning Disabilities; and Behavior-Emotional Handicaps
An introductory course combining theory and early field experiences with children with mental handicaps, (mild, moderate, severe/profound), learning disabilities and behavioral-emotional handicaps. Spring. Credit, 3 semester hours.

SED 200. Introduction to Children with Exceptionality
Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Fall. Credit, 3 semester hours.

SED 280. Manual Communications I (Sign Language)
Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As Announced. Credit, 1 semester hour.

SED 281. Manual Communications II (Sign Language)
Students will develop a large vocabulary and greater facility with manual communications. As Announced. Credit, 1 semester hour. PREREQ: SED 280.

SED 282. Manual Communications III (Sign Language)
The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. As Announced. Credit, 1 semester hour.
PREREQ: SED 281.

SED 301. Special Education Curriculum/Students with Mental Handicaps
A study of the development of a compensatory curriculum for the individual who is mentally handicapped. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall. Credit, 3 semester hours.

SED 302. Special Education Curriculum/Students with Learning Disabilities
A study of the development of curriculum for the student with a learning disability and its relationship to the regular curriculum. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours.

SED 310. Introduction to Mental Retardation
Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 sem. hrs.

SED 320. Teaching Individuals with Severe Handicaps
Study of people with severe and profound mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence and educational provisions. As Announced. Credit, 3 semester hours.

SED 330. Teaching Individuals with Behavioral-Emotional Handicaps
Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As Announced. Credit, 3 semester hours.

SED 340. Children with Learning Disabilities
Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours.

SED 341. Teaching Adolescents with Learning Disabilities
A study of the adolescent with learning disabilities. Various service models are discussed and an in-depth study of several major models are offered. Spring. Credit, 3 semester hours.

SED 350. Teaching Students with Academic Gifts
An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. As Announced. Credit, 3 semester hours.

SED 400. Educational Assessment of Children with Mental Handicaps
An overview of the assessment process including basic concepts of measurement, test administration and interpretation, and the application of assessment information as it relates to learners with mental handicaps. Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

SED 401. Educational Assessment of Children with Learning Disabilities
Provides an introduction to/and practical experience with formal and informal techniques used to evaluate children with learning disabilities. Emphasis includes the interpretation of assessment information for purposes of educational programming and individualization of instruction. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 449. Internship in Special Education
Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be

dependent upon the pre-service teacher's concentration and will include both elementary and secondary placements. Fall, Spring. Credit, 9 semester hours.
PREREQ: Admission to the Professional Semester

SED 470. Techniques, Materials, and Resources in Special Education/Children with Mental Handicaps
A study of the problems, methods, techniques and materials used in teaching students with mental handicaps. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

SED 471. Techniques, Materials, and Resources in Special Education/Learning Disabilities
A study of the problems, methods, techniques and materials used in teaching students with learning disabilities. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours.
PREREQ: Admission to Teacher Education Program.

SED 475. Professional Seminar for Pre-Service Special Education Teachers
A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site pre-service teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Fall, Spring. Credit, 3

HEALTH, PHYSICAL EDUCATION AND RECREATION

Chair: Tommy Thompson*

Sandra Cross**
Danny Davis
Susan Edkins
George Fenstermacher***
John Haskins
Beverly Justice
Dan Kenney
Amy Mazner
Sandi Mitchell
Paul O'Neill
Denise Renfro
Larry Rodgers
Mike Schaeffer
P.J. Smith
Wendell Staton

**Teacher Education Coordinator & Graduate Program Director*
***Community Health Education Coordinator*
****Recreation Program Coordinator*

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially; and (6) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

BACHELOR OF SCIENCE DEGREES OFFERED
Community Health Education
Physical Education: Health and Physical Education
Physical Education: Recreation Management/Administration
Physical Education with Licensure by the State for Teaching in the Public Schools (K-12)

MINORS OFFERED
Minor in Athletic Coaching
Minor in Community Health Education
Minor in Physical Education
Minor in Recreation

Requirements for a Bachelor of Science Degree in Physical Education: Health & Physical Education (Non-Teacher Licensure)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (must take PED 130 & 146 in Gen. Ed.)	44
Degree Requirements: ATH 102; SPE 100 or 101 or PRE 209; HED 106; 109; 300 or 377; PED 101; 130 in Gen. Ed.; 138 or 179; 146 in Gen. Ed.; 173 or 240; 200; 204; 206; 207; 312; 316; 319; 340; 348; 349; 411; 412; 415; 424; Practicum Requirement (PED 326 or REC 327); REC 300 or 325; 425; Must take four (4) of the following 1-hr. PE courses without duplicating any course above: PED 131, 132, 133, 134, 135, 136, 137,138, 139, 141, 145, 172, 177; 179, 190, 195, 230, 241, or a maximum of any two (2) 1-hr. coaching course(s)	58
Electives	17
	Total: 120

Requirements for a Bachelor of Science Degree in Physical Education: Recreation Management / Administration

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (must include BIO 210 as Gen Ed Elective)	44
Degree Requirements:	59
HED 106 & 109;	
PED 138, 204, 207, 230, 340, & 412;	
REC 300, 320, 327, 332, 400, 416, 425, 440, & 450;	
Aquatic 2-hr Requirement: PED 134, 172, 173, and/or 240;	
Art 3-hr Requirement: must take one 3-hr "ART" course (except ART 205) from a list that is approved by the Recreation Coordinator;	
Must take seven (7) of the following 1-hr PE courses (not counting the two required above in "Gen Ed") with written permission of the Rec Coordinator or Dept Chair:	
PED 130, 131, 132, 133, 135, 136, 137, 141, 145, 146, 177, 179, 180, 190, 195, 350, 351, 352, 353, 354, 356, 364, or 366.	
Electives	16
	Total : 120

Requirements for a Bachelor of Science Degree in Physical Education with Licensure for Teaching in the Public Schools K-12 (see Teacher Education p.39)

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (must take PED 138 & 241 for Gen. Ed.)	44*
Major Requirements: HED 106; 109; PED 101; 138 in Gen. Ed.; 204; 206; 207; 236; 241 for Gen. Ed.; 316; 319; 325; 348; 349; 412; 415; 424; and two of the following 1-hr. courses in any combination: [ATH 102 and/or PED 200 and/or any coaching course(s)].	34
Professional Education Requirements: EDN 302; 310; 350; 419; 430; 449; PED 400.	25
Academic Concentration (required by N.C. for all PE licensure majors)	18*
	Total: 128

*To complete an Academic Concentration (24-27 hours) students must plan for overlap with General Education courses (6-9 hours).

Requirements for Bachelor of Science Degree in Community Health Education
(also see additional requirements below)

	Sem. Hrs.
Freshman Seminar	1
General Education (Note: courses required in Gen. Ed.: PSY 101; CHM 130; MAT 210)	44
Major Requirements HED 106, 109, 200, 206, 300, 301, 305, 330, 365, 377, 410, 470, 485, 490; PED 207, 349;	44-47
Related Electives AIS 460; BIO 103, 210; SPE 100, 101; CSC 100; HED 225, 304, 329, 375, 420, 480; MGT 307; MKT 312; PRE 209, 324, 345; PSY 220, 316; SOC 270, 280, 360, 373; SWK 245.	28-31
	Total: 120

Additional Requirements in Community Health Education

Students must maintain a cumulative GPA of 2.0 or higher within the General Education requirements and within their major in order to be eligible for their internship. Any student who fails to maintain a GPA of 2.0 will be expected to take additional course work in order to raise their GPA to the minimum level or be dropped from the program.

Requirements for a Minor in Physical Education
ATH 102; HED 106; 109; PED 134; 207; 230 or 231; 236; 240; 241; 319; 415; two (2) 1-hr. coaching courses.

Total: 19

Requirements for a Minor in Recreation
REC 300, 320, 332, 400, 416, 425, & 440.

Total: 21

Requirements for a Minor in Community Health Education
HED 106; 109; 200; 206; 301; 330; 377; 410.

Total: 18

Requirements for a Minor in Athletic Coaching
ATH 102; HED 106; PED 230; 326; 340; 348; 349; 412; 415; and four (4) 1-hr. coaching courses

Total: 23

Special Departmental Grading Notice

Special Departmental Grading Notice for Majors in Health, PE, Recreation: All 100-level PED Gen Educ activity courses will be graded as follows: Students may choose **"P/F"** or **"letter grade"**; however, required courses(s) for all HPER departmental majors ***MUST*** be letter grade ***ONLY***.

COURSES

ATHLETIC TRAINING (ATH)

ATH 100. Clinical Experience I
Practical experience in the collegiate athletic training setting. Credit, 1 semester hour.

ATH 101. Emergency Procedures
Designed to provide athletic training students with emergency skills necessary to treat an individual with a potential life-threatening injury. Credit, 1 semester hour.

ATH 102. Basic Injury Prevention
Designed to provide athletic trainers, physical educators, and health students with a basic knowledge of the prevention of athletic injuries. Credit, 1 semester hour.

ATH 103. Advanced Injury Prevention
Designed to provide athletic training students with advanced knowledge of injury prevention techniques. Credit, 1 semester hour.

ATH 104. Introduction to Athletic Training
An introductory course for potential athletic trainers in their first year of clinical experience; topics include the history of athletic training, classification of injuries, common injuries, etc. Credit, 3 semester hours.

ATH 105. Assessment of Athletic Injuries
A course in athletic injury evaluation of the major joints of the body including location of bony and soft tissues landmarks, special tests, etc. Spring. Credit, 3 semester hours.

ATH 106. Assessment Lab
A course designed to provide the athletic training student with practical application of assessment techniques. Credit, 1 semester hour.

ATH 200. Clinical Experience II
Continued practical experience in the collegiate athletic training setting; a sequential progression. Credit, 1 semester hour.

ATH 205. Therapeutic Modalities
An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be on establishing a foundation for selecting a treatment protocol for an injury. Credit, 3 semester hours.

ATH 206. Therapeutic Modalities Lab
An advanced course designed to provide the athletic training student with practical experience with the application of modalities to treat athletic injuries. Credit, 1 semester hour.

ATH 300. Clinical Experience III
Continued practical experience in the athletic training setting; a sequential progression. Credit, 1 semester hour.

ATH 305. Therapeutic Exercise
An advanced course covering the principles of the rehabilitation of athletic injuries from the time of injury until the athlete returns to competition. Credit, 3 semester hours.

ATH 306. Therapeutic Exercise Lab
An advanced course designed to provide the athletic training student with practical application of therapeutic exercise techniques. Credit, 1 semester hour.

ATH 405. Organization & Administration of Athletic Training
Designed to provide the advanced athletic training student with organizational skills and an understanding of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations. Credit, 3 semester hours.

ATH 450. Athletic Training Internship I
Supervised clinical experience for the advanced athletic training student. Credit, 3 semester hours.

ATH 451. Athletic Training Internship II
Supervised clinical experience for the advanced athletic training student. Credit, 3 semester hours

HEALTH EDUCATION (HED)

HED 106. Safety & First Aid
A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course. Credit, 1 semester hour.

HED 109. Healthful Living
A study of major and contemporary personal and community health topics. Eight-week course. Credit, 1 semester hour.

HED 200. Principles & Foundations of Health Education
A generic introduction for students pursuing professional preparation in community health education. It will discuss the historical and philosophical perspectives of the development of health education and examine the delivery of health education in a variety of settings. Credit, 3 semester hours.

HED 206. Nutrition (PED 206)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Eight-week course. Credit, 1 semester hour.

HED 225. Health Psychology (PSY 225)
The course will cover the psychobiosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Credit, 3 semester hours.

HED 300. Selected Health Topics
Course will include specific health topics that will vary and will be announced in the semester class schedule. Topics will be timely and important to health professionals and other interested students. Community Health Education majors will be allowed to receive a maximum of six credits for the course. Credit, 3 semester hours.

HED 301. Community Health Organizations & Services (SOC 301)
This course explores and analyzes current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues. Credit, 3 semester hours.

HED 304. Human Sexuality (SOC 304)
Human sexuality is analyzed as a social, psychological, and biological process. Included in a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

HED 305. Adult Development & Aging (PSY 305)
The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Credit, 3 semester hours. PREREQ: PSY 101.

HED 329. Society & Environment (SOC 329)
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 semester hours.

HED 330. Teaching Methods & Professional Skills
This course will acquaint students with various learning theories and teaching methods. The focus will be upon selecting methods, media and techniques best suited for teaching health education content to specific learners. Credit, 3 semester hours.

HED 365. Human Diseases
Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. Credit, 3 semester hours.

HED 375. Death, Dying, & Chronic Illness (SOC 375)
Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Credit, 3 semester hours.

HED 377. Drugs, Society & Behavior (SOC 377)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. PREREQ: SOC 280 or permission of instructor.

HED 410. Health Behavior & Counseling
This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups. Credit, 3 semester hours.

HED 420. Women's Health Issues & Problems (SOC 420)
The course provides an in-depth analysis of biological, psychological, sociocultural and political issues related to the health and health care of women. Emphasis will be placed upon the diverse health problems of women and the roles and responsibilities of women as health care consumers and providers. Credit, 3 semester hours.

HED 470. Program Planning, Administration & Evaluation
This course will provide an in-depth examination of community health education program-planning and evaluation. Emphasis is on not only an understanding of the overall planning process but developing the ability to apply this process in a variety of health education settings. Credit, 3 semester hours.

HED 480. Epidemiology (SOC 480)
This course will explore epidemiological approaches to disease prevention and control. Emphasis will be placed on applying epidemiological principles to selected community health problems. Credit, 3 semester hours.

HED 485. Preparation for Internship
A comprehensive study and integration of the areas of responsibility for the community health major and their corresponding functions and skills essential for a successful internship. Will provide opportunities for observation/experience in community health settings. Credit, 3 semester hours.

HED 490. Community Health Internship
A practical work experience in a community health setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a community health faculty member. Credit, 6-9 semester hours.

PHYSICAL EDUCATION (PED)

PED 101. Wellness and Fitness
Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness. Half-semester (8-week) course. Credit, 1 semester hour.

PED 130. Fitness Walking
Half-semester eight-week course. Credit, 1 semester hour.

PED 131. Archery
Half-semester eight-week course. Credit, 1 semester hour.

PED 132. Badminton
Half-semester eight-week course. Credit, 1 semester hour.

PED 133. Golf
Half-semester eight-week course. Credit, 1 semester hour.

PED 134. Swimming
Half-semester eight-week course. Credit, 1 semester hour.

PED 135. Tennis
Half-semester eight-week course. Credit, 1 semester hour.

PED 136. Soccer
Half-semester eight-week course. Credit, 1 semester hour.

PED 137. Bowling
Half-semester eight-week course. $15 fee. Credit, 1 semester hour.

PED 138. Rhythms and Dance
Half-semester eight-week course. Credit, 1 semester hour.

PED 141. Physical Conditioning
Half-semester eight-week course. Credit, 1 semester hour.

PED 145. Volleyball
Half-semester eight-week course. Credit, 1 semester hour.

PED 146. Weight Training
Half-semester eight-week course. Credit, 1 semester hou

PED 150. Varsity Baseball
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 151. Varsity Men's Basketball
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 152. Varsity Cross Country
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 153. Varsity Golf
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 154. Varsity Soccer
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 157. Varsity Track and Field
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 158. Varsity Wrestling
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 159. Varsity Cheerleading
Squad members only; P/F grade only. Credit, 1 semester hour.

PED 160. Varsity Women's Basketball
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 161. Varsity Women's Tennis
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 162. Varsity Volleyball
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 163. Varsity Softball
Athletes only; P/F grade only. Credit, 1 semester hour.

PED 172. Lifeguard Training
Half-semester eight-week course. Credit, 1 semester hour.

PED 173. Water Safety Instructor (WSI) Course
Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. Red Cross prerequisites are Lifeguard Training (PED 172) and current First Aid/CPR certification card. Credit, 2 semester hours.

PED 177. Advanced Physical Conditioning
Half-semester eight-week course. Credit, 1 semester hour.

PED 179. Aerobic Dance
Half-semester eight-week course. Credit, 1 semester hour.

PED 180. Military Physical Training (MSC 180)
Half-semester eight-week course. Must be approved to register for this course. Credit, 1 semester hour.

PED 190. Outdoor Fitness
A course designed to initiate students to outdoor fitness elements such as hiking, orienteering, climbing, etc. An outside nominal fee may be necessary. Half-semester eight-week course. Credit, 1 semester hour.

PED 195. Water Aerobics
Half-semester eight-week course. Credit, 1 semester hour.

PED 200. Motor Learning & Development
Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of physical education, sports, etc. Half-semester eight-week course. Credit, 1 semester hour.

PED 204. Adaptive Physical Education
Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered. Half-semester eight-week course. Credit, 1 semester hour.

PED 206. Nutrition (HED 206)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester eight-week course. Credit, 1 semester hour.

PED 207. Computer Application in HPER
Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted instruction will be discussed and developed in a variety of disciplines. Credit, 2 semester hours.

PED 230. Officiating Sports (REC 230)
An overview of the rules and mechanics of officiating sports; practical experience via intramural officiating. Credit, 1 semester hour.

PED 236. Foundations of Physical Education
A study of the relationships and contributions of health and physical education to general education; historical and philosophical backgrounds, basic biological, physiological, and sociological foundations of the modern program. Credit, 3 semester hour.

PED 240. Teaching Swimming
Methods, materials, techniques, and skills of teaching swimming. Half-semester eight-week course. Credit, 1 semester hour.

PED 241. Gymnastic Skills
Fundamental skill development in stunts, tumbling, and gymnastics. Half-semester eight-week course. Credit, 1 semester hour.

PED 312. Sports in Contemporary Society (SOC 312)
A study of the historical and philosophical aspects of PE and sport from a sociocultural perspective, including the relationship of sport and PE to other social institutions, stratification within sports, and changing conceptions of leisure, PE and sports. Literature on sport and the sociological foundation of modern PE will be examined. Credit, 3 semester hours.

PED 316. Physical Education Activities for Grades K-6
A study of the materials and movement activities of physical education in grades K-6 as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Credit, 3 semester hours.

PED 319. Physical Education Activities for Grades 7-12
A study of the materials and movement activities of physical education in grades 7-12, as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Credit, 3 semester hours.

PED 325. Practicum in Physical Education
Practical experience in teaching physical education activities; observations and/or assistance within a public school assignment to be done usually during the pre-intern semester of student-teaching. Course aimed specifically for K-12 PE teaching licensure candidates. Credit, 1 semester hour.

PED 326. Practicum in Athletic Coaching
Practical field experience in coaching athletic teams. Student can be assigned to either a member of the University coaching staff, a junior or senior high school coaching staff as an assistant, a recreation team, etc. Credit, 1 semester hour.

PED 340. Sport & Exercise Psychology
A study of the psychological theories and techniques that can affect performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

PED 348. Kinesiology
A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement. Credit, 3 semester hours.

PED 349. Anatomy & Physiology
A study of the anatomical and physiological functions, parts, and processes of the various systems of the human body to include cell, tissue, and organ, and structural study. Credit, 3 semester hours.

PED 350. Coaching Football
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 351. Coaching Basketball (Men or Women)
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 352. Coaching Track and Field
A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events. Half-semester eight-week course. Credit, 1 semester hour.

PED 353. Coaching Baseball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 354. Coaching Wrestling
A study of fundamentals, moves, strategies, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 355. Coaching Soccer
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 356. Coaching Softball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 364. Coaching Volleyball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester eight-week course. Credit, 1 semester hour.

PED 366. Coaching Tennis
A study of fundamentals, individual techniques, conditioning, drills, and conducting matches. Half-semester eight-week course. Credit, 1 semester hour.

PED 400. Teaching Physical Education in Grades K-12
Purposes, methods, materials, techniques, and evaluation procedures in the teaching of physical education K-12. Preparation of teaching plans and materials. Credit, 3 semester hours.

PED 401 Special Topics in HPER (REC 401)
Investigations into special topics in health, physical education or recreation. As announced. Credit, 1-3 semester hours.

PED 411. Biomechanics
A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts. Credit, 3 semester hours.

PED 412. Exercise Physiology
An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well. Credit, 3 semester hours.

PED 415. Organization and Administration of Physical Education and Athletics
A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc. Credit, 3 semester hours.

PED 424. Tests and Measurement in Physical Education
An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation. Credit, 3 semester hours.

RECREATION (REC)

REC 230. Officiating Sport (PED 230)
An overview of the rules and mechanics of officiating various sports; practical experience via intramural officiating. Credit, 1 semester hour.

REC 300. Introduction to Community Recreation
An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Credit, 3 semester hours.

REC 320. Recreation Leadership
An overview of practices, methods, and the processes of staff development in leisure service including an analysis of varied leadership functions and methods. Credit, 3 semester hours.

REC 327. Practicum in Recreation
Practical field experience in an off-campus city and/or county recreational agency setting. Credit, 1 semester hour.

REC 332. Recreation Programming
Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations. Credit, 3 semester hours.

REC 340. Exercise and Sport Psychology (PED 340)

REC 400. Introduction to Therapeutic Recreation
Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities. Credit, 3 semester hours.

REC 401. Special Topics in Recreation (PED 401)

REC 416. Administration of Recreation Services
Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation. Credit, 3 semester hours.

REC 425. Recreation for Seniors
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

REC 440. Tourism & Commercial Recreation
Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields. Credit, 3 semester hours.

REC 450. Internship in Recreation Management/Administration
To be supervised by the Recreation Coordinator. The student will be under the supervision of an experienced recreation administrator for experiences related to the operation of some type of recreation service(s). The assignment will be within a municipal, county, state, or private agency which has as one of its primary functions that of providing recreation programs. Plans must be made in advance with the Recreation Coordinator. Credit, 12 semester hours. PREREQ: Senior standing and approval of the Recreation Coordinator.

AEROSPACE STUDIES
(AIR FORCE ROTC)

Director: Phillip Petersen

AIR FORCE ROTC PROGRAM

General military courses are available for the freshman and sophomore years, and professional officer courses for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; © good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-enrollment agreement.

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

* To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
* To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
* To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
* To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers' Course.
* To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
* To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
* To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC) each individual must:

* Be a full-time student.
* Be 14 years of age or older.
* Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
* Be of good moral character.
* Meet University medical standards for admission to the institution.
* Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

* Be a full-time student and schedule to receive a baccalaureate degree.
* Be a U.S. citizen.
* Be of good moral character.
* Be certified Medically Qualified by appropriate Air Force medical authorities.
* Be at least 17 years of age.
* Be in good academic standing.
* Successfully complete either GMC or equivalent training and a four-week Field Training Course.
* Attain a minimum qualifying score on the Air Force Officers Qualification Test.
* Have two academic years remaining when entering the POC.

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force Officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at selected Air Force bases during the summer. A six-week camp is conducted for all students entering the Air Force ROTC two-year program. All other cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Under the two-year program selected students may be enrolled in the POC provided they have two full years of college remaining. If contemplating enrollment in this program, a student should do so prior to completion of the sophomore year, to enter Field Training during the summer preceding the Fall semester of his or her junior year.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract and receive a subsistence allowance of $150 per month. A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay $150 per month, fees, tuition, and an annual textbook allowance.

During the four or six weeks of Field Training Program, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlement. GMC cadets receiving scholarships of less than four year duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

ARS 111 & ARS 112. The Air Force Today: Air Force Organization & Mission
ARS 111- Fall Term ARS 112- Spring Term
This a survey course designed to introduce students to the U.S. Air force and Air force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences. Credit, 1 semester hour each semester.

ARS 211 & ARS 212. The Air Force Way
ARS 211- Fall Term ARS 212 - Spring Term
A survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. Credit, 1 semester hour each semester.

ARS 311 & ARS 312. Air Force Leadership and Management
ARS 311 - Fall Term ARS 312 - Spring Term
ARS 311 & 312 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Credit, 3 semester credits hours for each semester.

ARS 411 & ARS 412. National Security Affairs/ Preparation for Active Duty
ARS 411 -Fall Term ARS 412 - Spring Term
ARS 411 and ARS 412 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

MILITARY SCIENCE (ARMY ROTC)

Director: Army Master Sgt. Johnny Torre

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications: The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; © good moral character; and (d) being enrolled as a full-time student at UNCP.

Objectives

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation of their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

COURSES (MSC)

BASIC COURSES

MSC 101. Military Organization
An orientation to the U.S. Army concentrating on the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. Fall. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 102. Basic Leadership and Management
An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. Spring. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 180. Military Physical Training (PED 180)
Taught by a military instructor. Students may use MSC 180 as an alternate to 101 or 102.

MSC 201. Studies in Decision Making
A study in progressive leadership concentrating on leadership models, personality, and perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Fall. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

THE NURSING PROGRAM

The University of North Carolina at Pembroke
and Fayetteville State University

Director: Virginia Wirtz

Cherry Maynor Beasley	Margaret (Peggy) G. Opitz	Victoria Elmore (FSU)
Eva J. Meekins	Fanny July (FSU)	Marlene Howard (FSU)

BACHELOR OF SCIENCE IN NURSING

Bachelor of Science in Nursing Degree (BSN) for RNs

The RN/BSN program is offered by the Southeastern North Carolina Nursing Consortium which is a cooperative effort between the University of North Carolina at Pembroke (UNCP) and Fayetteville State University (FSU). The program is designed for registered nurses who wish to earn the baccalaureate nursing degree. Faculty are appointed to either parent institution but teach across campuses based on their areas of expertise and clinical preparation. Students may select either institution as each confers the BSN degree.

The Bachelor of Science in Nursing (BSN) degree program of 125 hours is designed to prepare RNs, (graduates of associate degree nursing programs or hospital diploma nursing programs) to integrate principles and theories of general education and nursing into the nursing process to provide care to clients and their families, and to groups in any health care setting.

The program prepares the professional nurse generalist to perform six interrelated roles: Advocate, Clinician, Collaborator/Coordinator, Educator, Leader, and Researcher. Building upon competencies attained by the RN, the program extends the student's knowledge, skills, attitudes, and scope of practice for expanded career opportunities, enhances personal and professional satisfaction, and develops a foundation for further study in graduate nursing education.

The program has membership in the National League for Nursing Council of Baccalaureate and Higher Degree Programs and is accredited by National League of Nursing Accrediting Commission (350 Hudson Street, New York, NY; 1-800-669-9656, ext. 153). The nursing program is an agency member of the American Association of Colleges of Nursing.

The organizing framework for the program is based on Dorothea Orem's theory of self-care. The philosophical views of human beings in relationship to their environment, health, professional nursing practice, education, and teaching/learning provide the foundation for the upper-level baccalaureate nursing program.

The BSN program has a clinical preceptorship model. The goal is for the preceptor, a member of a clinical nursing or health care staff, to utilize his or her education, clinical experiences, and expertise to facilitate the RN/BSN student to have a rewarding clinical experience in a variety of settings. The nursing faculty are responsible and accountable for coordinating preceptorships, other external learning experiences, and assigning course grades. A registered nurse with required prerequisite courses can complete the BSN program in four semesters as a full-time student.

PURPOSES

The purposes of the baccalaureate program for RNs (associate degree and hospital diploma) reflect the tripartite roles of teaching, research, and community service of the missions of UNCP and FSU, and the BSN philosophy. The purposes of the nursing program are to:

1. Promote and advance the accessibility, availability, and quality of professional nursing education and practice for registered nurses of southeastern North Carolina,
2. Provide the opportunity for upward mobility for registered nurses,
3. Prepare generalist nurses capable of delivering quality professional nursing care for individuals and groups in any setting with knowledge and skills commensurate with the highest standards of clinical practice,
4. Provide instruction that incorporates multicultural content and learning experiences that enable the nurse to deliver nursing care to underserved populations with a focus on rural clients, ethnic groups, the elderly, the poor, and women,
5. Provide a foundation for further study as a specialist in nursing graduate education,
6. Influence the course and progress of health care delivery in southeastern North Carolina by preparing professional nurses to participate in health care policy, and
7. Enhance the effectiveness of nurses collectively by promoting professional identification, commitment, and collegiality.

ADMISSION REQUIREMENTS

All applicants seeking admission to the Bachelor of Science in Nursing degree program must meet the following requirements:

1. Prior to acceptance into the BSN degree program the applicant must be admitted to a consortium institution (UNCP or FSU) by meeting all general requirements for admission as a regular degree seeking student, and must present evidence of earning an associate degree in nursing or a hospital diploma in nursing. Applications may be obtained from the Office of Admissions.
2. Following admission to the university, applications are forwarded to the nursing program Director or designate to review for admission into the nursing program.

To enroll in the first three nursing courses, NUR 300, NUR 310, and NUR 320, the student must present:

1. Evidence of graduation from a State Board of Nursing-approved associate degree or hospital diploma program.
2. An unrestricted license as a registered nurse,
3. College academic credit granted by the parent university's admissions office for the following courses: ENG 105, 106; BIO 212, 212, 315; PSY 101 and SOC 101.

For progression to subsequent nursing courses, including clinical nursing courses, the student must initiate the process with the nursing director **one** semester **prior** to enrollment. The student must have earned 30 nursing credit hours by passing NUR 300 and NUR 320 (which validates previous technical nursing), and present evidence of an unrestricted, current RN license. Students are responsible for all psychomotor skills representative of technical nursing education.

ACADEMIC STANDARDS FOR PROGRESSION

The RN/BSN student must meet the following requirements to progress in the nursing program:

1. Maintain an unrestricted, current RN license.
2. Maintain a cumulative grade point average of 2.0 or higher.
3. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
4. Achieve a grade of C or higher in each science course.
5. Receive a P (pass) grade on all summative laboratory/clinical components of each nursing course. A grade of F (Fail) on any nursing laboratory/clinical components means an automatic grade of 0.0 (F) in the nursing course.
6. Repeat only one clinical nursing course while progressing through the nursing program.
7. Repeat a nursing course only once. A student who fails to earn a C or higher on two attempts in an individual nursing course will be required to withdraw from the nursing program.
8. Maintain current CPR certification, hepatitis B vaccination, and malpractice insurance while enrolled in clinical courses.
9. Adhere to policies of the university, nursing program, and clinical agencies.

VALIDATION OF PREVIOUS NURSING EDUCATION: Validation of previous nursing education is achieved by successful completion of NUR 300 and NUR 320.

PROGRAM DESCRIPTION

See the next page for a detailed description of the Nursing Programs at UNC Pembroke and Fayetteville State University.

Refer to General Education Requirements section of this catalog for restricted elective choices at UNC Pembroke.

PROGRAM DESCRIPTION

FSU			UNCP	
CORE / GENERAL EDUCATION & SUPPORT COURSES 63 hrs				
ENG 101/102	6 hrs	**Composition**	ENG 105/106	6 hrs
restricted selection PHIL 110 SPEE 200	3 hrs 3 hrs 3 hrs	**Humanities/ Speech**	restricted selection (PHIL 101 recommended)	12 hrs
PSY 210 SOC 210 PSY 331	3 hrs 3 hrs 3 hrs	**Social Sciences**	PSY 101 SOC 101 restricted selection	3 hrs 3 hrs 3 hrs
CHEM 101/102 w/lab MATH 123 math elective	8 hrs 3 hrs 3 hrs	**Natural Sciences/ Math**	CHEM 130/131 or 140/141 Chem Labs MATH 105 or higher	6 hrs 2 hrs 3 hrs
select	2 hrs	**Physical Ed**	select	1 hr
ZOOL 210/230	6 hrs	**A&P**	BIO 211/212	8 hrs
BIOL 330	3 hrs	**Microbiology**	BIO 315	4 hrs
STAT 202	3 hrs	**STAT**	MAT 210	3 hrs
CSC 100	3 hrs	**Computer**	CSC 100	3 hrs
restricted electives	8 hrs	**Electives**	electives	6 hr
VALIDATION OF PREVIOUS NURSING EXPERIENCE 30 hrs				
NURSING MAJOR 32 hrs				
NURS 300	3 hrs	**Transition to Prof. Nursing**	NUR 300	3 hrs
NURS 310	2 hrs	**Transcultural Nursing**	NUR 310	2 hrs
NURS 320	4 hrs	**Health Assessment**	NUR 320	4 hrs
NURS 330	2 hrs	**Gerontologic. Nursing**	NUR 330	2 hrs
NURS 340	5 hrs	**Life Threat. Self-care Deficits**	NUR 340	5 hrs
NURS 400	3 hrs	**Nursing Research**	NUR 400	3 hrs
NURS 411	4 hrs	**Nursing Leadership**	NUR 410	4 hrs
NURS 421	2 hrs	**Women's Health**	NUR 420	2 hrs
NURS 430	5 hrs	**Cont. Sup. Nursing Community**	NUR 430	5 hrs
NURS 440	1 hr.	***Honors Practicum**	NUR 440	1 hr
NURS 450	2 hrs	**Capstone**	NUR 450	2 hrs
	125	**Total Hours**		**125**

*Not required for degree and not counted in total hours above.

COURSES

NOTE: The numbers enclosed in parentheses immediately following course numbers indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Lecture and laboratory hours are normally scheduled each week for one semester in the course. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

NUR 300 (3-3-0) Transition to Professional Nursing

Facilitates the transition of the technical nurse (graduate of associate degree program or hospital diploma programs) into professional nursing. The course focuses on: nursing as a profession, an overview of the joint RN/BSN nursing program including Dorothea Orem's Model of Self-care, the delivery of professional nursing practice, professional role transition, examination of personal and lifestyle health habits, and components of professional practice inclusive of the nursing process and stages of clinical expertise. Emphasis is placed upon the six interrelated professional roles of advocate, clinician, coordinator/collaborator, educator, leader, and researcher in providing health care to individuals, families, groups, and communities. Successful completion of the course validates lower level division, technical nursing theory. *Prerequisites: Admission to the program, ENG 105, ENG 106, PSY 101, SOC 101, BIO 211, BIO 212, BIO 315.*

NUR 310 (2-2-0) Transcultural Nursing

Assists the nurse in expanding his/her view of humans. Humans will be studied as functioning, whole units who, with integrity and uniqueness, use symbols to communicate with the environment. The learner will explore not only how the patient's perceptions, values, and roles are influenced by culture, but also how perceptions and environment of the nurse affect the nursing system. Emphasis will be placed on the concepts of culture, belief systems, health and caring, and how these concepts are the foundation for transcultural nursing. The diverse cultural background of southeastern North Carolina will provide a meaningful setting for this course. *Prerequisite or corequisites: NUR 300.*

NUR 320 (4-2-6) Health Assessment Across the Life Span

Prepares the RN/BSN student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing and interpretation of data collected from clients of all ages. A physical, psychological, sociocultural, and spiritual approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, developmental level, and response to life experiences. The campus laboratory experiences consists of practice with clients. Successful completion of the course validates lower level division technical nursing clinical skills. *Prerequisite or corequisites: NUR 300, NUR 310.*

NUR 330 (2-2-0) Gerontological Nursing

Examines the normal process of aging. Physical-psychological-sociocultural and spiritual aspects of aging are examined within the context of the family and society. Dorothea Orem's Model of Self-care inclusive of Universal self-care requisites, Developmental self-care requisites, and Health-deviation self-care requisites are addressed. *Prerequisite: NUR 300, NUR 310; Prerequisite or corequisite: NUR 320.0*

NUR 340 (5-3-6) Life Threatening Self-Care Deficits Across the Life Span

As the first clinical course, NUR 340 provides the opportunity for the student to use professional nursing standards and Dorothea Orem's Theory of Self-Care in professional practice. The nurse will consider physical, psychological, sociocultural, spiritual factors when working with clients who have complex self-care needs. The course will advance the nurse's knowledge of pathology and skills in various medical technologies. In the clinical component, students will provide care to clients and groups in both hospital and community settings.*Prerequisites: NUR 300, NUR 310,NUR 320. Prerequisite or corequisite:NUR 330.*

NUR 400 (3-3-0) Nursing Research and Theory

Provides a foundation for application of research and theory to nursing and health care delivery. The focus will include cognitive and professional skills. The cognitive aims will include critical thinking, problem solving, decision making, research critique, and theory utilization in clinical practice. The professional skills will encompass knowing research proposal structural components, valuing research as a foundation for professional practice,

being consumers and users of research, and participating and collaborating in research. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 330, NUR 340; Prerequisite or Corequisite: MAT 210.*

NUR 411 (4-3-3) Nursing Leadership Perspectives and Trends in Contemporary Nursing Practice

Analyzes the professional nurse's role as a leader in the profession and health care delivery. The focus will be on the evolution of nursing, nursing leaders as vanguards of the profession, contemporary health care delivery, and the professional role of the nurse leader in health care delivery. Leadership and management principles will be examined within the context of Dorothea Orem's Model of Self-Care, standards of clinical practice, empowerment concepts, political strategies, economic and cost factors, and professional skills and growth. The course includes a practicum experience. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 330, NUR 340, NUR 400, NUR 430.*

NUR 421 (2-2-0) Nursing and Women's Health

Focuses on the current health care challenges and issues of women's health and the implication for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self awareness as consumers and providers in the health care delivery system. Dorothea Orem's Self-care Model inclusive of self-care, self care deficits, and nursing systems is addressed. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 330, NUR 340. Prerequisite or corequisite: NUR 400.*

NUR 430 (5-3-6) Contemporary Supportive Nursing: Individual, Group, Family, and Community Systems

Provides the opportunity for the student to address common and uncommon self-care requisites of individuals, families, groups, and communities in a variety of settings. The student will function in the six roles of professional practice to assure continuity of care within and between settings with special emphasis on health promotion, disease prevention, and developmental processes. Using standards of clinical practice and Orem's Theory of Self-care, the student will learn to assess a community's health status, identify families and groups at-risk, and plan and implement services to meet identified needs. Students will have clinical experiences that will allow them to understand, alter and enhance the political and/or socioeconomic forces that impact health and health care delivery. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 330, NUR 340. Prerequisite or corequisite: NUR 400.*

NUR 440 (1-0-0) Professional Nursing Honors Practicum

Restriction: Must have a minimum overall cumulative GPA of "B" (3.0) and Nursing Director approval. Provides outstanding academic nursing students the opportunity to identify and analyze a nursing topic and/or problem of major interest. The focus will be a guided study under the direction of a nursing faculty in the area of the student's major interest. The project will include a formal type-written proposal, and final type-written and/or oral report. This course is NOT REQUIRED FOR THE DEGREE. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 330, NUR 340. Must be classified as a senior.*

NUR 450 (2-2-0) Professional Nursing Issues in Practice: A Capstone

A culminating experience which represents higher level cognitive processes that include synthesis of nursing cognates and general education. The experience allows the faculty to assess each student for minimal competencies of the terminal program objectives. The course will incorporate the essential knowledge, psychomotor, and affective domains of BSN education as noted by AACN and AONE Model for Differentiated Nursing Practice. Validation of the BSN program objectives is by group presentation in a formal setting. The validation process will incorporate the six interrelated professional roles, Orem's Self-care Deficit Theory, and the seven essential values for the baccalaureate-prepared nurse: altruism, equality, aesthetics, freedom, human dignity, justice, and truth. Students will take this seminar course in their last semester simultaneously with or after completing all requirements for the BSN degree. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 330, NUR 340, NUR 400, NUR 430. Prerequisites or corequisites: NUR 410, NUR 420.*

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SCHOOL OF GRADUATE STUDIES

Dean: Wm. Bruce Ezell, Jr.

GRADUATE PROGRAMS, PROCEDURES, AND POLICIES
BUSINESS ADMINISTRATION (M.B.A.)
PUBLIC MANAGEMENT (M.S.)
SCHOOL COUNSELING & SERVICE AGENCY COUNSELING (M.A.)
ENGLISH EDUCATION (M.A.)
EDUCATION (M.A. ED.)

MISSION

The mission of The School of Graduate Studies of The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, serving their communities and professions, fostering the development of new roles and relationships within, among, and between their disciplines, and modeling the values of inquiry, continuous learning, creativity, and respect and appreciation for the rights and views of others.

The School of Graduate Studies school offers its classes and experiences to a population of predominantly adult learners. Most graduate classes are held during the evening hours with most classes 6:30 to 9:30 PM. In addition to its offerings on the main University's campus, the School of Graduate Studies offers classes leading to the M.B.A. degree at satellite locations at Sandhills Community College in Pinehurst, NC, and Richmond Community College in Hamlet, NC.

The Graduate Program emphasizes depth of study, academic rigor, and reflection. The Program seeks to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The Program also fosters the development of students into leaders of their professions.

LOCATION

While graduate classes for the School of Graduate Studies may be offered at a variety of campus and non-campus locations, the location for all inquires regarding graduate admissions, policies, and procedures is Room 253 of Lumbee Hall. The main telephone number for this office is (910)-521-6271. Additional information about graduate studies may be accessed through the school's web page: **http://www@uncp.edu/grad/**

PERSONAL INTERVIEWS:

Many potential graduate students find it useful to schedule an appointment with Dr. Wm. Bruce Ezell, Jr., the Dean of the School of Graduate Studies, prior to seeking admission. The dear is happy to meet with such students. These individuals should call (910)-521-6271 or 6180 to schedule such appointments.

GRADUATE PROGRAMS, PROCEDURES, AND POLICIES

MASTERS DEGREE PROGRAMS OFFERED

Graduate courses are offered during the evening hours in the regular semester and summer sessions. The following graduate programs are available.

Master of Business Administration (M.B.A.)
Master of Science in Public Management (M.S.)
Master of Arts in School Counseling (M.A.)
Master of Arts in Service Agency Counseling (M.A.)
Master of Arts in English Education (M.A.)
Master of Arts in Education (M.A. Ed.)

a) **Elementary Education, Middle Grades Education, Reading Education**
b) **Art Education, Mathematics Education, Physical Education, Science Education, Social Studies Education**

Master of School Administration (M.S.A.)*

** UNC Pembroke and East Carolina University have a transfer agreement which allows students to complete a significant portion of the program of study for the Master of School Administration degree through UNCP. Students must apply to and be accepted by both UNCP and ECU. The degree is conferred by East Carolina University. Additional information on this program is available from the School of Graduate Studies.*

PROCEDURES AND POLICIES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP.

GRADUATE ADMISSIONS

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree from a regionally accredited college or university, and whose academic preparation and aptitude predict success in graduate studies. The Dean of the School of Graduate Studies and the director of the appropriate graduate degree program evaluate all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. Qualifying for general admission to the School of Graduate Studies of the University does not guarantee admission to a specific program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the School of Graduate Studies of the University.

Students may enter at the beginning of any semester or summer term. Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date. Applications packets may be requested from:

Dr. Wm. Bruce Ezell, Jr., Dean
School of Graduate Studies.
The University of North Carolina at Pembroke
Postal Box 1510
Pembroke, NC 28372

Categories of Admission:

The School of Graduate Studies of the University of North Carolina at Pembroke admits graduate students in one of the following categories:

a) full admission,
b) provisional admission,
c) special admission,
d) enrichment studies, and
e) visiting graduate student

These terms are further defined below.

General Admission Requirements (Full or Provisional Admission)

All students seeking to enroll in any graduate class must be enrolled within The School of Graduate Studies. To be considered for full or provisional admission, an applicant must:

a) submit a completed application to the School of Graduate Studies;
b) pay a $25.00 non-refundable application fee;
c) submit two copies (one of which must be an official copy) of transcripts from all colleges/universities attended; one of these transcripts must indicate the date that the applicant's baccalaureate degree was awarded;
d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) the Graduate Management Admissions Test (GMAT) {required for M.B.A.}.
f). have three letters of professional recommendation submitted on their behalf. At least one letter should be from a college/university faculty member in the undergraduate major of the applicant; at least one letter should be from the applicant's employer/supervisor.

In some cases, additional information such as a personal interview may be required for admission to the programs.

General Admissions Requirements (Special Admission)

Students seeking admission into this category are frequently unable to complete all requirements need for full or provisional admission in a timely fashion. Other applicants enter this category with the intent to transfer their graduate courses to another institution. Students seeking special admission are advised to note their non-matriculated status All students seeking to enroll in this non-matriculated *special admissions status* are cautioned that they have not been admitted into a degree granting program of an academic department. In most cases, students in this category should seek to complete their admission in to full or provisional status as soon as possible. Graduate students who have enrolled as special admissions shall have the records sealed after one semester and further enrolment is prohibited without a change of admissions status. To be considered for special admissions an applicant must:

a) submit a completed application to the School of Graduate Studies;
b) pay a $25.00, non-refundable application fee; and
c) submit a transcript indicating that he/she received a baccalaureate degree from an regionally accredited institution of higher learning.

General Admissions Requirements (Enrichment Studies)

Students seeking to enrollment for Enrichment Studies must meet the same admissions requirements as those stated above for Special Admissions. Other restrictions regarding this category appear below.

General Admissions Requirements (Visiting Graduate Students)

The School of Graduate Studies welcomes visiting graduate students from other institutions. Such students are required to submit:

a) an application to the School of Graduate Studies;
b) pay the non-refundable application fee of $25.00; and
c) a *letter-of-good-standing* signed by the graduate dean (or an appropriate official) of their home graduate school.

Additional information regarding this admissions category appears below.

Additional Requirements and Notations for Program Specific Admissions

Business Administration (MBA)

a) Applicants for the M.B.A. degree program are advised that a GMAT score of 400 or better is needed for initial consideration;
b) a GPA of 2.5 is needed for preliminary consideration
c) under unusual circumstances consideration shall be given to the GPA earned by the applicant in his/her final two years of undergraduate study;
d) the GMAT requirement may be waived for those applicants holding an appropriate master's degree; and
e) candidates scoring below the cutoff score of 400 on the GMAT may request to be considered for provisional admission provided their applications reflects strong letters-of-recommendation and superior grades in Math, Accounting, and Statistics

Public Management

a) all applicants for the M.S. degree in Public Management **are required** to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies;
b) a score of 40 or better on the MAT is required for initial consideration;
c) such scores are to be considered in context with the applicant's professional experiences to date;
c) a GPA of 2.5, consistent with the general admission requirements, is required;
d) a total score of 65 to 70 when MAT score and GPA x 10 are combined is required; and
e) faculty for this program review and carefully evaluate each candidates experience, and the quality of written essay on experiences and personal objectives.

School Counseling and Service Agency Counseling

a) all applicants for the M.A. degree in both counseling programs **are required** to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies;
b) the applicant must also demonstrate graduate level writing skills is his/her essay (see item a, above) indicating program-career goal compatibility and evidence of the personal attributes expected of a professional counselor; and
c) a personal interview with an appropriate member of the faculty may be required.

Education Programs: Licensure Requirement or Waiver Applicants for all graduate degrees in education leading to licensure by the NC Department of Public Instruction must submit a copy of any current licenses held. Applicants to the Elementary Education, Middle Grades Education, and Reading Education, as well as English Education (M.A.), Art Education, Mathematics Education, Physical Education, Science Education, and Social Studies Education programs are expected to hold or be eligible to hold appropriate "A" level NC licensure. Those who do not meet the licensure requirement will not be eligible for a graduate licensure recommendation from The University of North Carolina at Pembroke. Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation.

Education Programs: Teaching Experience Requirement for Some Programs
Some graduate degree programs in Education require that candidates for M Licensure complete two or three years of teaching before admission to the graduate program. Please consult the appropriate graduate director.

Standardized Examinations:

a) **Miller Analogies Test:** The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate degrees, with the exception of the M.B.A. degree. This examination is offered on a regular basis by the Department of Counseling and Testing located in the Chavis Student Center on The University of North Carolina at Pembroke campus. To schedule a sitting for the MAT, applicants may telephone (910)-521-6202.

b) **Graduate Record Examination:** The Graduate Record Examination(GRE) is offered by the Educational Testing Service (ETS) of Princeton, NJ. The web page address for ETS is: www.gre.org

c) **Graduate Management Admissions Test:** The Graduate Management Admissions Test or GMAT is also offered by the ETS. The web page address for this test is: www.gmat.org

Deadlines: Applicants are expected to submit the completed application and all supporting documentation at least one month prior to the projected enrollment date. A student whose application is not complete may be allowed to enroll (see special admission category) **for a maximum of one semester** with enrollment in that semester limited to six hours.

The Admissions Decision: The admission decision is made by the Dean of the School of Graduate Studies upon recommendation from the appropriate director of a graduate degree program. This decision is based upon an analysis of both objective and subjective criteria submitted by the applicant. These are defined as follows:

Objective Criteria: Objective criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g.,the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, and the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student may wish to submit.

Subjective Criteria: As a School of Graduate Studies seeking to serve adult learners, the Graduate Dean and his program directors are open to receiving additional evidences of an applicant's educational endeavors and experience. While individual degree program admissions requirements may vary the following subjective criteria are especially useful to the School of Graduate Studies:

a) letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;

b) biographical statements of past experiences;

c) outlines of personal professional goals (required for MPM and both Counseling degree programs);

d) personal interviews; and

e) a professional resume.

Enrollment For Additional Graduate Teacher Licensure: Students who possess graduate (G level or M level) licenses from the North Carolina Department of Public Instruction may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to the Dean of the School of Education for an Individualized Education Program (IEP). The IEP specifies the course work, graduate or undergraduate, that must be completed and other requirements which must be fulfilled for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP.

Enrollment For Enrichment Purposes: Applicants who possess a baccalaureate degree from an accredited institution of higher learning and are not enrolled in degree programs at other institutions who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as special students (see general application procedures above). Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category **requires** the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Enrollment as a Visiting Graduate Student: Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and to transfer credits back to their home institutions. The taking of graduate courses beyond one semester by visiting graduate students **requires** the written approval of the Dean of the School of Graduate Studies. To gain admission as a visiting graduate student, an applicant must be in good standing at and eligible to return to the home institution. Visiting graduate students **are required** to submit a **letter-of-good-standing** from the Dean of Graduate Studies at their home institution to schedule study at UNCP. Such letters must be submitted prior to any registration for a graduate class. Visiting graduate students are required to complete an application for admission, but are not required to submit transcripts, letters of recommendation, or examination scores. The decision to admit visiting graduate students rests with the Dean of the School of Graduate Studies.

Foreign Students: The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students form other nations. Applicants from non-English speaking nations must provide evidence of proficiency in the English language with their applications for admission to The University's Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores. I-20 forms will be authorized without such scores. Each student must submit official proof of financial support and an English translation of all transcripts. All documents must be submitted to the School of Graduate Studies at least six months prior to the projected date of enrollment.

Second Master's Degree: Students who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and upon acceptance, complete all program requirements for that degree including comprehensive examinations. A maximum of six semester hours of course work applied toward the first degree may be applied toward the second master's degree. The six hours must be approved by the appropriate program director and the Dean of the School of Graduate Studies. These hours are subject to the five year time limit (six for the counseling programs) applied to all course work credited toward the master's degree.

Undergraduate Enrollment For Graduate Courses: Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within 9 semester hours of graduation may apply to the Dean of the School of Graduate Studies for permission to carry up to six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the Chairperson of their department and the Dean of the School of Graduate Studies. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Medical History Forms: All new students, and all re-enrolling students who have been out of The University of North Carolina for one year, who plan to take 7 or more credit hours during the semester **are required** to complete a medical history form before registering for classes. This form may be obtained from and should be returned to the University Infirmary. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

MASTER'S DEGREE REQUIREMENTS

To receive a master's degree from The University of North Carolina at Pembroke a student must complete the prescribed program of study and successfully pass a written comprehensive examination (or an equivalent capstone experience), and be approved by the Faculty Senate. **It is the responsibility of the student** to file an application for graduation with the UNCP Registrar's Office by the deadline established by that office. Candidates for the master's degree are expected to be present at commencement exercises in the prescribed dress.

Programs of Study: The program of study prescribed for each graduate degree program is detailed below. Additional course work may be prescribed for individuals based on their undergraduate records. When such additional course work is prescribed, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded. Graduate students seeking NC Licensure as public school teachers in conjunction with earning a master's degree normally have additional course requirements beyond the courses listed on the following graduate curricula pages.

Academic Progress: **Warning, Probation, and Dismissal:** The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on **academic warning**. Graduate students who earn a second grade of "C" are placed on **academic probation.** Graduate students who earn a third grade of "C" are **dismissed** from their degree programs. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of "C" quality work, or a grade of "F" makes a graduate student ineligible to continue graduate studies at UNCP.

Level of Course work:: All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level course work may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits: All course work applied toward the master's degree must have been completed within five years (six years for the School Counseling and Service Agency Counseling Programs) preceding the completion of requirements for the degree. The time requirement begins with the student's initial enrollment in a graduate curriculum. The time requirement is based upon the calendar. For example, if a student enrolls for a graduate course on 23 August (start of a Fall Semester) then this student is one year into his/her time limit at the start of the next Fall Semester.

Transfer Credit: A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at The University with the approval of the appropriate program director and the Dean of the School Graduate of Studies. It is the responsibility of the student to apply for approval of transfer credit. No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the five year time limit (six years for the counseling programs) applied to all course work credited toward the master's degree. No transfer credit will be accepted toward degree requirements once the student has matriculated at UNCP unless prior approval for the credit has been received from the appropriate program director and the Dean of Graduate Studies.

Comprehensive Examinations and Other Capstone Experiences: In addition to the regular examinations in courses taken for graduate credit, candidates for some master's degrees must pass written comprehensive examinations or complete an equivalent capstone experience such as a portfolio and presentation.

The comprehensive examinations and other capstone experiences are administered in the fall and spring semesters. Students must have completed, or be enrolled in their final semester of course work to be eligible to sit for the comprehensive examinations. Students must register for the comprehensive exams or capstone experiences by the date established by the School of Graduate Studies. A student who fails any part or parts of these examinations must wait at least one

semester before retaking the part or parts of the exam failed. Exams may be attempted a maximum of three times.

Information on the specific format of the comprehensive examinations or other capstone experiences for each individual program is available from the program director for the individual graduate degrees.

Thesis: A thesis or research project may be completed as part of the program of study. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor shall notify the Dean of the School of Graduate Studies as to the time and date of the graduate student's oral examination. The thesis must bear the signatures of the student's academic advisor, members of the thesis committee and the Dean of the School of Graduate Studies. The final approval of a thesis rests with the Dean of the School of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. Two copies of the thesis must be bound and will be retained by the University. Binding is arranged by the library and the student is charged at cost.

Lapsed Credit: In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Exceptions Committee (GEC) of the Graduate Council may, at its discretion, entertain appeals cases for *reinstatement of graduate credits* earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study. Such cases are evaluated and judged by the GEC on a merit basis. The GEC considers al cases on an individual, non-precedent-setting basis. The GEC is authorized by the Graduate Council to consider reinstatement of maximum of none (9) semester hours of lapsed academic graduate credit from the University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GEC unless the said appeal bears the signatures of the graduate director of the student's graduate program, the chair of the appropriate academic department, and the Dean of the School of Graduate Studies. The GEC is the "due process" body for graduate students seeking to file reinstatement appeals and its decisions are final. Graduate students seeking to file reinstatement appeals should schedule an appointment with the Dean of the School Studies to discuss the appropriate details of filing such appeals.

Licensure: Students completing programs leading to graduate (M level) licensure by the State of North Carolina must apply for licensure to be granted. Applications are available in the Office of Teacher Education. As part of the licensure approval process, two years of teaching experience in the licensure area is required before UNC Pembroke will recommend the individual for a North Carolina master's level license. Students adding new areas of licensure to their licenses are required to satisfactorily complete the prescribed Praxis Series Examinations. Recommendations for licensure cannot be forwarded to the Department of Public Instruction until official copies of satisfactory scores on the required specialty area exam on file at UNCP.

ADDITIONAL POLICIES

Advisement: Each student admitted to full or provisional standing in the program is assigned an advisor in the graduate academic major. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with preregistration.

Grading: It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 grades of "C" makes the student ineligible to continue graduate studies at UNCP.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at The University.

The "I", or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

A grade of "T" indicates grade pending and is issued only for thesis research courses until the sequence of courses is completed.

Repetition of Courses: No graduate course may be repeated within the same program of study without permission of the Graduate Council. A graduate student wishing to repeat a course must submit a written request to the Graduate Council through the Dean of the School of Graduate Studies. Courses approved for repetition must be taken at The University of North Carolina at Pembroke.

Withdrawal Policy: Cognizant of the fact that at times circumstances change and situations arise that necessitate a student's withdrawal from a course, graduate students with good cause may apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the signature of the course instructor on the withdrawal form. Once signed, the course instructor will forward the form to the appropriate program director who will review the form, sign it, and forward it to the Dean of the School of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received only once for a specified course and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit (six years for the counseling programs) in which all program requirements must be completed.

Course Load: Graduate students employed on a full-time basis may enroll for a maximum of six semester hours per semester. A graduate student may enroll for a maximum of nine semester hours during the summer sessions. A maximum of six semester hours may be completed in one session. Graduate Assistants are required to enroll on a full-time basis and are not subject to this rule.

Research Requirement: With the exception of M.B.A. candidates, all degree-seeking graduate students must complete the appropriate research requirement (EDN 566, MPM 505, or PSY 505) within their first twelve semester hours of graduate study.

Orientation Requirement: All degree-seeking graduate students **are required** to attend an orientation session during their first semester of enrollment. The session is conducted by graduate faculty. Dates/times of the orientation session are announced at the beginning of the semester.

Due Process For Students: Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of the University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated *The Graduate Exceptions Committee* (GEC) as the "due process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10

working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Dean of the School Graduate Studies. The request should contain the reasons(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The appeal will be considered at the next meeting of the GEC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GEC if he/she desires to do so. The decision of the Graduate Council will be final.

GRADUATE EXPENSES

(Payment must be made in U.S. dollars. Expenses are subject to change without notice.)

Graduate Application Fee: $25

GRADUATE EXPENSES: PER SEMESTER -- REGULAR SESSION

	In-State				Out-of-State			
Sem. Hrs.	**Tuition**	**Fees**	**Ins.**	**Total**	**Tuition**	**Fees**	**Ins.**	**Total**
9	$511	$343	$40	$894	$4146	$343	$40	$4529
6	$383	$192	0	$575	$3110	$192	0	$3302
3	$256	$ 97	0	$353	$2073	$ 97	0	$2170

Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees associated with specialized courses.

RESIDENCE STATUS FOR TUITION PURPOSES

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and institutional regulations which govern such classification determinations are available in the Office of Admissions for inspection upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two documents. Out-of-state tuition waivers are available for *active duty U.S. military personnel and their dependents stationed in North Carolina and North Carolina full-time public school teachers.* See the Student Finances for Undergraduate Programs section for more detailed information regarding residency status. Contact the office of Undergraduate Admissions for further information.

GRADUATE ASSISTANTSHIPS

The School of Graduate Studies offers a limited number of graduate assistantships to qualifying students. To qualify for an assistantship, a student must be admitted to full-standing in one of the graduate programs. The student must be enrolled within the School of Graduate Studies on a full time basis (i.e., a minimum of 9 semester hours per semester) and recommended by the Dean of the School of Graduate Studies. Graduate assistants receive a waiver of tuition charges for nine semester hours of graduate credit per semester. Graduate students **do not** receive a waiver from any fees charged by the University. Such fees must be paid at the time of registration. All graduate assistant are required to be employed for twenty (20) hours per week in order to receive a stipend of $3000.00 per semester. Graduate assistantships are not available during the summer months.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Director: Sharon L. Bell

The Master of Business Administration (MBA) is a professional degree program which prepares its graduates to be better decision-makers in the business world. The program is open to all students regardless of their undergraduate major.

The objectives of the MBA program are:
* To provide individuals with an opportunity for advanced studies in business administration;
* To prepare individuals for responsible positions in management in both for-profit and not-for-profit organizations;
* To provide a comprehensive knowledge of the functional areas of business (i.e., accounting, economics, finance, management, marketing, and quantitative methods);
* To provide an understanding of the various changing and sometimes conflicting arenas (e.g., economic, environmental, ethical, legal, political, societal, and technological) in which businesses must not only operate, but to which successful managers must adjust and adapt;
* To provide an understanding of the global economy, especially as it affects the economic forces of North Carolina;
* To enhance the competency of students in oral and written communication;
* To improve the competency of students in analytical methods and procedures as well as computer skills;
* To develop individuals who can function effectively as members of an organizational team; and
* To improve the competency of students to integrate and synthesize various functional areas and to develop cross-functional approaches as necessary, to organizational issues.

All students entering the MBA program will have to complete, or show evidence of having completed an undergraduate **"Common Body of Knowledge"** in Business and Economics. The courses listed below comprise the Common Body of Knowledge, and are considered essential to a fundamental understanding of modern business and management practices.

Principles of Accounting, 6 hours	Principles of Economics, 6 hours
Principles of Finance, 3 hours	Principles of Management, 3 hours
Principles of Marketing, 3 hours	Quantitative Methods(Statistics), 6 hours

Requirements for the Master of Business Administration **Sem.Hrs**

Professional Competence and Integrative Applications (all are required) 24

MBA 510 Quantitative Methods	MBA 530 Human Resources Management
MBA 515 Managerial Economics	MBA 540 Marketing Planning and Strategy
MBA 520 Managerial Finance	MBA 550 Managerial Accounting
MBA 525 Organizational Theory & Behavior	MBA 575 Strategic Planning

Professional Enhancement Courses (choose four*) 12

MBA 512 Research Methods	MBA 552 Tax Implications of Business Decisions
MBA 521 Investment Analysis	MBA 555 Time Series Analysis and Forecasting
MBA 526 Entrepreneurship	MBA 595 Directed Studies
MBA 535 Operations Management	MBA 596 Special Topics

Total: 36

*In addition to the courses listed as Professional Enhancement courses, students may choose courses from another graduate program as substitutes to fulfill their required 4 elective courses (Requires permission from both MBA director and other program director).

COURSES

MBA 510 Quantitative Methods
Intermediate level quantitative skills in multivariate statistics, optimization, and decision-making which will be used in subsequent MBA courses. Topics will include multiple regression, multivariate ANOVA, logistic regression, factor analysis, linear programming, and simple calculus. Computer software will be used.

MBA 512 Research Methods
This course details the methods employed in defining business problems, research design, primary and secondary data sources, methods of data collection, scaling methods, sampling techniques, and report preparation. Through case analyses, literature reviews and research projects, this applications-oriented course focuses on improving decision making.

MBA 515 Managerial Economics
An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also, macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

MBA 520 Managerial Finance
Course covers time-value of money, capital budgeting and structure, and other finance related decisions for corporations. In addition, the course is intended to give the student an appreciation for the role of finance within the firm, and the impact of financial decisions on society at large. Includes basic microeconomic principles and accounting principles and practical applications within the business world.

MBA 521 Investment Analysis
This course is an extension of Managerial Finance (MBA 520), covering trade-offs between risk and return, and the benefits of diversification within a portfolio. The principles of duration, immunization, and other forms of risk management within the portfolio are also discussed. Modern investment theory is addressed, including the study of efficient capital market, capital asset pricing model (CAPM), and arbitrage pricing theory (APT). PREREQ: MBA 520 or Instructor's permission

MBA 525 Organizational Theory and Behavior
Course will examine explanations of individual behavior, the nature of human behavior in groups, and organizational structures and processes, especially as they affect human behavior. Principles of organizational change and development will also be addressed. The course will rely heavily on analysis and solution of case problems in addition to text and directed readings.

MBA 526 Business Initiation and Entrepreneurship
The course introduces the student to consideration of opportunities and obstacles in starting a new business. Students will develop a business plan for a new business. PREREQ: MBA 520, MBA 540, AND MBA 550 or Permission of Instructor

MBA 530 Human Resources Management
Course will examine how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training, performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions. PREREQ: MBA 525 or Permission of Instructor

MBA 535 Operations Management
Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

MBA 540 Marketing Planning and Strategy
This course details the role of marketing in the firm and its impact on the strategic planning process. An emphasis is placed on identifying and solving marketing problems, marketing strategy, and current issues facing marketing managers.

MBA 550 Managerial Accounting
The course introduces the student to management's use of accounting data in the decision-making process. Topics covered include: Estimating Cost Behavior using both Linear Regression and Multiple Regression Analysis; Short-term Planning with Constraints on Resources; Information for Production and Control Analysis; Capital Budgeting and; Segment and Managerial Performance Evaluation. PREREQ: MBA 510 or permission of Instructor.

MBA 552 Tax Implications of Business Decisions
The course introduces the student to Federal tax planning strategies for business. Includes an overview of the Federal tax system, sources of tax law, guidelines for organizing and financing a business, tax incentives for capital investments, and other tax planning topics

MBA 555 Time Series Analysis
A review of statistical methods for analysis of business time-series data. Use of these methods for forecasting will also be discussed. The methods surveyed include smoothing methods, filters, ARIMA models, vector autoregressive models, and cointegration models. PREREQ: MBA 510 or Permission of Instructor

MBA 575 Strategic Planning (Capstone Course)
Course integrates knowledge from functional areas through both analysis of complex business problems and managing a computer simulated company. Case approach requires student involvement in decision making. PREREQ: MBA 520, MBA 540, and MBA 550 or Permission of Instructor.

MBA 595 Directed Studies
Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MBA 596 Special Topics
The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MASTER OF SCIENCE IN PUBLIC MANAGEMENT (M.S.)

Chair and Director: Dr. Daniel G. Barbee

Dr. Stephen Bukowy
Dr. Patrick Cabe
Dr. James Frederick
Dr. Nick Giannatasio
Dr. Fran Haga
Dr. Michael Hawthorne
Dr. Truc-Nhu Ho
Dr. Richard Kania
Dr. Ed Powers
Dr. Douglas Schell
Dr. Carolyn Thompson
Dr. David Vanderhoof

The Master of Science in Public Management Program (MPM Program) is a broad-based degree designed to prepare students for leadership roles in public organizations. The MPM Program emphasizes the critical areas of political institutions and processes, managerial and leadership concepts and skills, and analytical skills and techniques. It is anchored in both theory and application for those seeking to leverage their career progress and enhance their leadership potential.

The MPM Program is intended for practicing and aspiring administrators in the public sector organizations, and is also an excellent degree for those in non-profit and voluntary sector organizations, and in private organizations that interact consistently with public agencies or which maintain government or public affairs offices. The degree also is useful for those whose career paths may move across sectors over a period of time. The degree--while based solidly in research and theory--emphasizes the practical application of modern technical, managerial, and leadership skills in a variety of settings.

For those currently in administrative and managerial positions, the MPM Program will help refine, update, and improve career potential and help add value to performance. For pre-service individuals, the program is an excellent way to build the educational foundation for a career in management and leadership.

This graduate program is devoted to public management, and also committed to serving the needs of those whose careers are invested in the work of non-profit organizations and private sector organizations that have public interest linkages. Given its emphasis on management, the program is multi-disciplinary and involves a significant mix of disciplines, all of which contribute to the value of the program for individual students. This multi-disciplinary quality, along with its public management base, is a significant, and unique strength of the MPM Program and degree.

The MPM Program offers three choices beyond the initial required courses: The student may chose a series of six guided elective courses in consultation with the Program Director. Students may also choose either a concentration in Criminal Justice or in Health Administration. These options are designed to enable the student to select courses that will enable meeting individual career and professional goals and needs.

The MPM program faculty is a distinguished, experienced group representing various disciplines. The core discipline of the program is political science and public administration. Contributing disciplines include business administration, criminal justice, computer science, economics, health administration, and psychology. Other disciplines contribute to the MPM Program on an occasional basis. All members of the MPM Program faculty hold the earned doctoral degree and bring to their courses and other work in the program a sound record of experience in government, business, research, and consulting. Students in the MPM Program benefit greatly from work in graduate courses taught from a variety of disciplinary perspectives offered by the faculty, and from the emphasis by the faculty on a blend of theory and practical management and leadership skills.

For information about admission and policies see *Graduate Program: Procedures and Policies.*

THE MPM PROGRAM COMPONENTS

Requirements for a Master of Science in Public Management

The major components of the MPM Program are: (1) the Required Core Courses and associated MPM Exams; (2) the Guided Elective Courses, or required concentration courses and electives; (3) the Capstone/Professional Paper; and for pre-service, non-professional students, (4) the MPM Field Experience (Internship).

Sem.hrs.

I. Required Core Courses: The 18 semester-hour core is required of all students. 18
Additional assigned prerequisite courses may be required for some students, based on an assessment of qualifications in some areas.

1. MPM 500 Leadership and Administration in Public Affairs
2. MPM 501 Organizational Behavior
3. MPM 505 Analytical Methods
4. MPM 506 Human Resource Administration
5. MPM 550 Public Institutions and Process
6. MPM 552 Principles of Budgeting and Finance

Upon completion of the required core courses, all students must complete MPM Exams at a designated, scheduled time.

II Public Management Concentrations (12 hours) 12
Each concentration consists of four required courses, two guided elective courses, and the MPM Professional Paper in the area of the concentration. (See below for information on Guided Electives and the MPM Professional Paper).

Concentration in Criminal Justice (12 Semester Hours)
This concentration, designed primarily for practitioners in criminal justice career fields, focuses on courses designed to provide value in the careers of those working in criminal justice.

Required Courses:

MPM 581 Victimology and Criminal Justice
MPM 582 Criminal Justice Agencies and the Judiciary
MPM 583 Image Management and Media Relations for Criminal Justice and Public Service Agencies
MPM 584 Threat Management for Criminal Justice and Public Service Agencies

Concentration in Health Administration (12 Semester Hours)
This concentration is designed for both experienced health care practitioners and those who aspire to careers in health administration.

Required Courses:

MPM 571 Health Administration and Organization
MPM 572 Health Policy
MPM 573 Legal and Ethical Issues in Health Care
MPM 574 Health Economics

III. Guided Elective Courses 18/6
(18 semester hours, or 6 semester hours with concentration)
Based on advisement, students not electing to complete a concentration must complete a series of six guided elective courses. These courses must be determined on the basis of advisement with the Program Director or Designee. These courses may be taken from the MPM courses listed in the UNCP Catalog. Additionally, specified graduate courses in other graduate programs at the University of North Carolina at Pembroke may be taken with the prior approval of the MPM Program Director.

IV . Capstone/MPM Professional Paper (3 semester hours) 3
MPM 562 Professional Paper
Each student must successfully design, and complete a professional paper and present this paper in an announced, scheduled open meeting. These projects/papers are guided by MPM professors. Students taking either the Criminal Justice Concentration or the Health Administration Concentration will design and complete their papers in the appropriate topic/concentration area.

V . MPM Field Experience (Internship) (3 semester hours) 3*
MPM 534 Leadership/Managerial Internship
*This requirement must be coordinated and arranged with the Program Director and is required of all pre-service students (or for students who have not had requisite professional work experience).

Total: 39-42

PROGRAM SUMMARY:	**Semester Hours**
Required Core:	18
Guided electives:	18
Field experience:	3 (Pre-Service only)
Professional Paper:	3
MINIMUM PROGRAM HOURS:	**39 In-Service; 42 Pre-Service**

COURSES (MPM)

MPM 500. Leadership and Administration in Public Affairs
This course deals with roles of public and non-profit managers and leaders in guiding organizations to meet the demands of changing domestic and global conditions. The course covers the evolution of modern leadership and administrative strategies and employs relevant research literature, case/scenario analysis, and diagnostic activities.

MPM 501. Organizational Behavior
The course will examine explanations of individual behavior (perceptions, attributions, motivations, attitudes); the nature of human behavior in groups (group dynamics, power, leadership); and organizational structures and processes that affect human behavior (organizational and job design, communication, performance appraisal). Principles of organizational change and development will also be addressed. The course will employ case analyses and directed readings in relevant research literature as well as text materials.

MPM 502. Legal, Policy, and Ethical Issues in Administration
This course analyzes current legal, policy and ethical issues which apply to administrators in both public and private organizations. Emphasis will be given to regulatory policy, statutory and case law in administration, the politics of regulation, along with administrative and legal processes pertaining to implementation and enforcement. An important emphasis will also be given to the ethical implications of the political, policy, and legal issues raised. Topics will include governmental practices, and administrative responsibility.

MPM 503. Economic Analysis for Managers
An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

MPM 504. Financial Resource Administration
Financial processes and structures in organizations. Focuses on financial environment, financial concepts, financial analysis, financial dynamics of expansion and retrenchment, capital structure, capital budgeting, and dividend policy.

MPM 505. Analytical Methods
Examination of methodologies used to analyze management problems and improve managerial decision making. Includes research design, modeling, measurement and observational techniques, using library and computing resources, analysis of quantitative data, and the evaluation and application of administrative and management research.

MPM 506. Human Resource Administration
Study of how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

MPM 507. Computer Technology in Administration
Study of computer technology in contemporary organizations. Primary emphasis is on developing a conceptual framework for selecting appropriate hardware and software configurations to perform different organizational functions. The limitations and complications associated with computer technology are also covered. Students will complete several individual projects involving direct experience with various categories of application software, including work processing, database management, statistical analysis, spreadsheet analysis, and decision making.

MPM 508. Quantitative Analysis I
Intensive examination of statistical and graphical methods of analyzing quantitative information. Covers frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, methods of avoiding distortions in graphics, and an overview of regression analysis, factor analysis, and analysis of variance. Extensive experience working with administrative data, emphasizing the use of computer technology and software.

MPM 510. Organizational Leadership Seminar
The concepts, principles, theories, and practices of organizational leadership will be examined. A combined emphasis is placed on the effectiveness of an organization and on the professional development of organizational leaders. The lectures and class discussions will be enhanced by various readings including biographies, live case studies, and research reports.

MPM 511. Strategic Planning
This course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

MPM 512. Decision-Making for Leaders
This course considers the theory and practice of decision-making in administrative and managerial settings. The emphasis is on the development of diagnostic, analytic, and choice skills that can be employed to improve decision-making at the individual, group, organizational and interorganizational levels. Leading models and approaches to decision-making behavior and its application and consequences in administration are covered. Scenario and case analyses from research literature will be used with lectures and class activities.

MPM 530. Organizational Communication
Theory and practice of oral and written communication within organizations, from employee-employer interpersonal communication, interview communication, serial (information dissemination) communication, small group communication, and formal and informal presentations within the organization. All students are expected to fully participate in all written and oral activities and presentations.

MPM 531. Accounting for Managers
The development and use of accounting information by managers. Includes financial and managerial concepts relevant to public and private sectors.

MPM 532. Quantitative Analysis II
Study of modeling and other analytical methods to address problems and needs of administrative organizations. Describes the uses and limitations of quantitative models as well as criteria for planning and decision-making, simulation, systems analysis, forecasting, analytical programming, and scheduling.

MPM 533. Leadership and Change
This course addresses the phenomenon of change, how it affects organizations, and the role of leaders in shaping the future of the organization by guiding change. The course covers types of change, the tools available to leaders for guiding both planned and unplanned change, and the effects, and consequences of change.

MPM 534. Leadership/Managerial Internship
This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skilled gained from course work to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions. PREREQ: Consent of Program Director.

MPM 535. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance accounting, marketing, and operations as they apply to owning and operating a small business. PREREQ: MPM 500, MPM 504.

MPM 536. Administrative Law
Administrative Law and its concomitant appeals process, judicial review or agencies and other facets of The Administrative Procedure Act of 1946, and our legislative review and constraint of agencies are the primary focus of this course. Additionally, the rules and regulations process of federal and state agencies and its effect of the public, private, and non-profit sectors are the secondary focus of this course.

MPM 537. Policy and Program Analysis
Intensive study of techniques for use in program and policy evaluation and analysis. Topics include determination of program/policy objectives, examination of research designs and implications for assessments and evaluations, measurement issues, data collection techniques, and analysis of program information. Application of analysis efforts to benefit/cost analysis, modeling and forecasting, and other techniques will also be discussed. PREREQ: MPM 505, MPM 550.

MPM 538. Conflict Analysis and Resolution
This course addresses the theory, concepts, research, and practice in conflict analysis and resolution. It deals with the kinds of conflict issues that are associated with the management and leadership roles and functions in public, non-profit, and business organizations, and hence focuses more on conflicts among organizations and, social groups, than within the organization. Some emphasis is on social and community settings and the conflicts in these settings involving organizations. Collaborative problem solving, scenario-based planning, negotiation, and mediation are explored and practiced using cases, role-playing, scenarios, simulations, and critical events. Lectures are used to introduce and explain key concepts and approaches as well as research findings.

MPM 540. Operations Management
Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

MPM 550. Public Institutions and Processes
Seminar in American policy and institutional processes, including development of demands, agendas, and policy selection and implementation. Interactions between public institutions and policies and behaviors by private and non-profit institutions will also be examined. Student assignments will require analysis of policy problems and institutional responses.

MPM 551. Advanced Public Administration
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society in part and as a whole.

MPM 552. Principles of Budgeting and Finance
Focus on the fiscal aspects of public sector administration including: analysis of the sources of revenue for public programs; review of budgeting processes and important budget functions (e.g., cost-benefit analysis, capital budgeting and debt administration); examination of the strategies and tactics used by various governmental actors in their efforts to maximize agency policy objectives.

MPM 559. Seminar in Public Management
This course is designed to provide focused work on a selected public management policy or program. Students, as directed by the professor, will study and report on the analytic, substantive, policy, and managerial dimensions of a policy issue or problem in public management. This seminar is intended to facilitate the application of concepts from the other courses in the Public Management option area. PREREQ: MPM Core Courses and MPM 550 and 551.

MPM 560. Independent Study
Independent study in an area of administration and management relevant to the student's needs and interests. Supervised by an MPM Program faculty member. Regular advisory and tutorial activities. Consent of the Program Director is required.

MPM 562. Professional Paper
The Administrative Research Project is a directed, supervised research activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work.

MPM 563. Special Topics
The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPM Program, and requires significant student activity. The content of the special topics course varies with each offering. Consent of Program Director required.

MPM 564. Special Topics
The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPM Program, and requires significant activity. The content of the special topics course varies with each offering. Consent of Program Director required.

MPM 571. Health Administration and Organization
A focus on how health care is delivered and the challenges facing health care administrators from the internal and external environment.

MPM 572. Health Policy
The focus is on trends in health care delivery with emphasis on health care cost containment, access to health care, and recent efforts to invoke broad based systemic reforms to the U.S. Health Care System.

MPM 573. Legal and Ethical Issues in Health Care
The focus is on the health delivery entity as a corporation, its relationship with physicians and other health deliverers and patients, and professional liability.

MPM 574. Health Economics
The application of health care to economic theory, private and government insurance, cost containment theories and analysis.

MPM 581. Victimology and Criminal Justice
Victimology is the study of personal and public issues associated with victims of crimes. This course will address the extent, nature and theories of victimization. Effects of crime on victims, services available to neutralize effects, experiences of victims in the criminal justice system, the victims rights movement, and alternative ways of defining and responding to victimization also will be examined.

MPM 582. Criminal Justice Agencies and the Judiciary
Taught in a seminar format and focusing on agencies with which the students are most familiar, the course will examine the manner in which public agencies do business with or within the courts. It will explore their working relationships with the judicial system, answering questions arising when the agency itself may be investigated and taken to court; dealing consent decrees, judicial take-overs and supervision of operations of agencies, agency and personal liability, public records and confidentiality, prepaying for and testifying at depositions and in court, and other current issues likely to be encountered in a criminal justice agency.

MPM 583. Image Management and Media Relations for Criminal Justice and Public Service Agencies
The mass media can be both an asset and a threat to the standing of criminal justice and other public service agencies. In this course the organization of the American mass information media, their history of involvement in criminal justice and public policy issues and themes, their influence on crime and social issues, and their legitimate interests in criminal justice and public policy activities and policies will be revealed. The techniques criminal justice and public service agencies can employ to keep or enhance a better public image via the mass media will be examined, as will the ways in which media outlets and criminal justice and public service agencies can cooperate in the public interest.

MPM 584. Threat Management for Criminal Justice and Public Service Agencies
Practical reactive and proactive strategies for wide-ranging crisis situations are assessed, including criminal attacks on criminal justice and public service organizations and their members, criminal malfeasance within the organization, and community disruptions including natural disasters. Organizational interfaces with specialists are studied, including FEMA, local police and emergency response agencies, private security companies, non-governmental agencies, and the mass information media. On-going staff training components and policy statements are considered.

THE GRADUATE PROGRAMS IN SCHOOL COUNSELING (M.A.) AND SERVICE AGENCY COUNSELING (M.A.)

Coordinator, School Counseling: Debra Preston
Interim Coordinator, Service Agency Counseling: Elizabeth Denny

UNCP offers programs of study leading to the Master of Arts degree in School Counseling and Master of Arts degree in Service Agency Counseling. The primary objective of both programs is to develop professional level competence in the application of educational and psychological principles, counseling theory, and counseling techniques in order to facilitate personal development, personal adjustment, and interpersonal relations in school and agency settings. Students enrolled in these programs have the opportunity to become more sensitive to society and its dynamic qualities, as well as competent in designing and executing counseling and consulting activities. The programs are housed in UNCP's Psychology and Counseling Department. For information about admission and policies, see Graduate Program: Procedures and Policies.

The Master of Arts in School Counseling and the Master of Arts in Service Agency Counseling programs are organized into four curriculum components:

1. A professional counseling core component focusing on counseling theory, counseling and consulting techniques, methods of analyzing the individual, and research.
2. A core of specialty area courses.
3. Laboratory/internship experiences enabling the student to apply theories, techniques and skills under supervision in field settings.
4. Guided electives chosen to permit the student to fulfill personal objectives and interests.

Program Goals

The programs address the educational and career development needs of a diverse group of counseling professionals-in-training by offering a mixture of theoretical and applied training. The goals are:

* to provide advanced study in the theory of counseling of individuals and groups;
* to provide study of applied skills in counseling, consulting, testing, research, and service delivery techniques
* to improve the counseling, testing, and consulting skills of individuals who are already employed in counseling positions;
* to serve as a resource in enhancing the potential for mental health, accurate personal decision-making, and positive human relations within the region and the state.

Laboratory/Internship Experiences

A counseling skills laboratory and a supervised internship are required of all students. Beginning in Fall 2001, students must pass the Counseling Comprehensive Examination prior to enrolling in the counseling skills laboratory. The counseling skills laboratory experience is designed to refine basic counseling techniques and to develop more advanced skills through the use of role playing, micro-counseling, and one-way mirror and video-taped feedback. A supervised internship in an appropriate field-based setting is also required. An additional supervised practicum may be required for students who want to be licensed as school counselors in North Carolina and do not possess "A" level teacher licensure. *Note: This practicum may not be used to fulfill degree requirements.*

MASTER OF ARTS IN SCHOOL COUNSELING (M.A.)

Coordinator: Debra Preston

Program of Study

The Master of Arts in School Counseling program consists of a 27-semester hour core curriculum, 9 semester hours of specialized courses in school counseling, 6 semester hours of laboratory/internship experiences, and 6 semester hours of guided electives.

		Sem. Hrs
Core Curriculum		27
PCN 500	Professional and Ethical Issues	
PSY 505	Behavioral Research Methods	
PSY 510	Quantitative Methods in Counseling	
PCN 515	Theories and Techniques of Counseling	
PCN 541	Career Development through the Lifespan	
PSY 545	Human Development and Personality	
PSY 550	Psychological and Educational Testing	
PCN 560	Group Counseling	
PCN 565	Counseling Special Populations	
Specialization Area		9
PCN 544	Career Information in Educational Settings	
PCN 570	Consultation and Case Management	
PCN 575	The Professional School Counselor: Practices and Administration	
Laboratory/Internship Experiences		6
PCN 610	Counseling Skills Laboratory	
PCN 611	School Counseling Internship	
Guided Electives	(Minimum 6 semester hours)	6
Minimum total semester hours required for graduation		**Total 48**

Guided Elective Courses

Elective courses are selected from the areas of Education, Psychology, Computer Science, or Public Management with the guidance and approval of the program director. Approved electives for the School Counseling program include the following:

EDN 512	Advanced Study of Exceptionality in Children
EDN 513	Individualized Program Development for Exceptional Students
EDN 502	Legal Structures in Education
EDN 553	The Child as a Learner
PSY 531	Child and Adolescent Behavior Disorders
PSY 536	Psychopathology
PSY 580	Cognitive-Behavioral Counseling Approaches
PSY 585	Family Therapy Concepts and Methods
PSY 590	Substance Abuse Research and Treatment
PSY 595	Special Topics in Counseling
PCN 526	Counseling in the Elementary School
PCN 600	Thesis
PCN 601	Counseling Research Project
PCN 602	Professional Paper
MPM 501	Organizational Behavior
MPM 530	Organizational Communication
CSC 505	Current Topics in Computers in Education
PCN 555	Psychoeducational Methods

MASTER OF ARTS IN SERVICE AGENCY COUNSELING (M.A.)

Interim Coordinator: Elizabeth Denny

Program of Study

The Master of Arts in Service Agency Counseling program consists of a 27-semester hour core curriculum, 9 semester hours of specialized courses in service agency counseling, 6 semester hours of laboratory/internship experiences, and 6 semester hours of guided electives.

		Sem. Hrs.
Core Curriculum		27
PCN 500	Professional and Ethical Issues	
PSY 505	Behavioral Research Methods	
PSY 510	Quantitative Methods in Counseling	
PCN 515	Theories and Techniques of Counseling	
PCN 541	Career Development through the Lifespan	
PSY 545	Human Development and Personality	
PSY 550	Psychological and Educational Testing	
PCN 560	Group Counseling	
PCN 565	Counseling Special Populations	
Specialization Area		9
PSY 536	Psychopathology	
PSY 585	Family Therapy Concepts and Methods	
PSY 590	Substance Abuse Research and Treatment	
Laboratory/Internship Experiences		6
PCN 610	Counseling Skills Laboratory	
PCN 612	Agency Counseling Internship	
Guided Electives (minimum 6 semester hours)		6
Minimum total semester hours required for graduation		**Total: 48**

Guided Elective Courses

Elective courses are selected from the areas of Education, Psychology, and Public Management with the guidance and approval of the student's program director. Approved electives for the Service Agency Counseling program include the following:

PSY 531	Child and Adolescent Behavior Disorders
PSY 580	Cognitive-Behavioral Counseling Approaches
PSY 595	Special Topics in Counseling
PCN 555	Psychoeducational Methods
PCN 570	Consultation and Case Management
PCN 600	Thesis
PCN 601	Counseling Research Project
PCN 602	Professional Paper
EDN 512	Advanced Study of Exceptionality in Children
MPM 501	Organizational Behavior
MPM 512	Decision-making for Leaders
MPM 530	Organizational Communication
MPM 533	Leadership and Change

COURSES

NOTE: When prerequisite courses are indicated below, these courses must be completed prior to enrollment in the listed course.

I. PROFESSIONAL COUNSELING (PCN)

PCN 500. Professional and Ethical Issues
Introduction to the profession of counseling including a study of the principles, theories, professional organizations, ethics, and delivery of counseling, consulting and referral services. Students will learn the functions, organization, and administrative procedures of counseling, consulting and client services in schools, colleges, and agencies. They will demonstrate the ability to identify the basic services, to identify the role and function of the counselor, and to observe and write case studies. Credit, 3 semester hours. PREREQ: Admission to the School Counseling or Service Agency Counseling program or program coordinators' permission.

PCN 515. Theories and Techniques of Counseling
Examination of the concepts and techniques of individual counseling and the means for establishing facilitative relationships including competence in counseling skills and interventions. Students will study and practice the major approaches to counseling and psychotherapy and will be able to demonstrate basic counseling skills and the techniques of at least five major theories with advanced proficiency in at least one. Students will demonstrate their ability to relate counseling theories to personality theories and to identify preferred treatment procedures for selected client problems. Students will participate in self-development exercises and experiences relevant to various counseling approaches. Credit, 3 semester hours. PREREQ: PCN 500.

PCN 526. Counseling in the Elementary School
A study of counseling skills and techniques, particularly as related to situations encountered by elementary school counselors. This course is both didactic and experiential. Opportunities for classroom discussion, professional feedback about skills, and video taping. Credit, 3 semester hours. PREREQ: PCN 515 or instructor permission.

PCN 541. Career Development through the Lifespan
A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, group presentations, activities, and extensive research projects. Credit, 3 semester hours. PREREQ: PCN 515

PCN 544. Career Information in Educational Settings
A study of knowledge and skills used in applying educational, career, and labor market information resources with an emphasis on career guidance and counseling techniques, methods, and technology in educational settings. Students will research national, state, and local employment projections and apply findings by creating a development and comprehensive career counseling center. Credit, 3 semester hours. PREREQ: PCN 541 or permission of instructor.

PCN 555. Psychoeducational Methods
A study of the basic theories of personality, learning, motivation, emotions, and coping related to problems of human adjustment within families, schools and other social systems. Students will learn models and will role-play coping skills intervention techniques of systems consultation and intervention, crisis counseling and consulting, and conflict mediation. Students will also participate in role playing, self-development, and values clarification exercises. Credit, 3 semester hours.

PCN 560. Group Counseling
Students will examine and practice applying the theories and procedures of group counseling and consultation with application to diverse school or agency settings. This course probes the dynamics of interpersonal relationships, the issues of group leadership, the stages of group process, the posing and solving of problems which are specific to group procedure, and professional, ethical, and legal issues related to group counseling. Credit, 3 semester hours. PREREQ: PCN 515

PCN 565. Counseling Special Populations
This course requires an in-depth study of the issues and techniques involved in counseling and consulting with diverse populations. Emphasis will be placed on developing self-understanding and demonstrating counseling skills in relation to ethnic, class, gender, and distinctive population issues. Students will be required to evaluate a counseling setting in vivo, do an in-depth research paper applying the Locke paradigm to a specific population, and examine and demonstrate understanding of a specific counseling or consulting case in which ethnic, class, gender, or distinctive population issues are paramount. Credit, 3 semester hours.

PCN 570. Consultation and Case Management
A study of the concepts, models, and methods of case management and consultation. Students will use knowledge gained in the course and additional readings to complete an applied project. Credit, 3 semester hours. PREREQ: PCN 515 or permission of instructor.

PCN 575. The Professional School Counselor: Practices and Administration
A study of current needs, issues, and trends in school counseling as related to various developmental levels and social/cultural systems including the foundations of the public school system. This course is both didactic and experiential. Opportunities will be provided for classroom discussion, videotaping, and feedback. Students may choose an elementary, middle or secondary school emphasis. Credit, 3 semester hours. PREREQ: PCN 515 or permission of instructor.

PCN 600. Thesis
The student will complete a research study and prepare a master's degree thesis under the individual direction of a major advisor and thesis committee. Graded on a pass/fail basis. Credit, 3 semester hours. .PREREQ: A contracted written plan should be approved no later than two weeks prior to registration by a faculty thesis sponsor.

PCN 601. Counseling Research Project
The Counseling Research Project is a directed, supervised research activity which involves a problem-solving approach to counseling or consulting problems. The student will develop and analyze a suitable topic, issue, or problem in counseling or consulting. The research subject must be one which can be addressed through the application of the knowledge and research skills gained from course work. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: A contracted written plan should be approved no later than two weeks prior to registration by a faculty project sponsor.

PCN 602. Professional Paper
The student will complete a research study and prepare a paper suitable for journal publication or presentation at a state or national conference. Close collaboration is required between the student and contracted faculty sponsor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: A contracted written plan should be approved no later than two weeks prior to registration by a faculty project sponsor.

PCN 610. Counseling Skills Laboratory
A laboratory experience providing an opportunity to practice counseling skills through video-taped

micro-counseling and role playing counseling sessions. Written case reports and interpretations of sessions will be required. Feedback will be provided by self, peers, and the instructor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Completion of Core and Specialization requirements.

PCN 611. School Counseling Internship
In-depth study and supervised application of counseling and therapeutic intervention processes in a school setting. Students will demonstrate their ability to use theories and techniques in supervised counseling sessions. Students will present and defend portfolios documenting their counseling competencies. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Core, Specialization Requirements, and PCN 610.

PCN 612. Agency Counseling Internship
In-depth study and supervised application of counseling and therapeutic intervention processes in an approved agency setting. Students will demonstrate their ability to develop treatment plans, theories and techniques in supervised counseling sessions. Students will present and defend portfolios documenting their counseling competencies. Graded on a pass/fail basis. Credit, 3 semester hours. PREREQ: Core, Specialization requirements, and PCN 610.

PCN 613. Practicum (no degree credit)
Advanced students will complete 400 hours of supervised experience in an approved field setting. Students without a Class A teaching license may be required to take this course (in a school setting) in order to be licensed by the North Carolina State Department of Public Instruction. This course does not reduce the number of credit hours required for the master's degree. Graded on a Pass/Fail basis. Credit, 6 semester hours. PREREQ: Core, Specialization requirements, and PCN 611 or PCN 612.

II. PSYCHOLOGY (PSY)

PSY 505. Behavioral Research Methods
An examination of research design and methods common in the behavioral sciences. Use of library resources, evaluation of behavioral research, and an introduction to statistics are included. Credit, 3 semester hours.

PSY 510. Quantitative Methods in Counseling
A study of the descriptive, correlational, and inferential statistics frequently used by counselors and consultants. The selection and application of procedures appropriate to specific types of counseling research, program evaluation, and the standardization and use of psychological and educational tests will be emphasized. Credit, 3 semester hours.

PSY 531. Child and Adolescent Behavior Disorders
A behavioral approach to the study of theory, research, and treatment of behavior disorders of children and adolescents. Students will demonstrate their abilities to develop case studies and treatment plans, and to consult with teachers and other mental health professionals. Credit, 3 semester hours. PREREQ: PCN 515 or instructor permission.

PSY 536. Psychopathology
A study of the history, theories, etiology, and treatment of mental disorders. Various disorders are examined along with their typical symptoms. Uses of psychological tests, interviews, and observations to obtain data for making diagnoses are studied. Students must demonstrate proficiency in using the current edition of DSM to make diagnostic impressions. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 545. Human Development and Personality
A study of developmental and personality theory and research coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be basic text on developmental and personality theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities. Credit, 3 semester hrs.

PSY 550. Psychological and Educational Testing
A study of basic psychometric and non-testing assessment methods. The course will include an examination of the legal/ethical problems involved in testing and other issues of concern when testing diverse populations. Practical application of measurement concepts will be provided through the administration, interpretation, and evaluation of tests and non-testing appraisal techniques commonly used in counseling. Students will demonstrate their abilities to develop test interpretations and to consult with parents, teachers, and other mental health professionals. Credit, 3 semester hours. PREREQ: PSY 505 and PSY 510 or instructor permission.

PSY 580. Cognitive-Behavioral Counseling Approaches
An in-depth study of the concepts, research, and methods of established cognitive-behavioral approaches to the facilitation of client development and change. Role playing and videotaping will be used to provide opportunities for skill development and feedback. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 585. Family Therapy Concepts and Methods
A study of established systems of contemporary family therapy. Each approach will be examined in terms of leading figures, theoretical formulations, normal family development, development of behavior disorders, goals of therapy, conditions for behavior change, techniques, and evaluations of theory and results. Role playing and videotaping will involve both system specific and core techniques. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 590. Substance Abuse Research and Treatment
A study of research, concepts, and treatment methods of alcohol and other drug abuse and addiction. Addiction is analyzed as a psychological, social, and biological process. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 595. Special Topics in Counseling
This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics. Credit, 3 semester hours.

THE MASTER OF ARTS IN ENGLISH EDUCATION

Coordinator: Patricia D. Valenti

The Department of English, Theatre, and Languages offers a Masters of Arts in English Education and provides candidates with opportunities for personal, intellectual, professional, and pedagogical growth.

In-service teachers with initial licensure who successfully complete the program obtain the North Carolina M license in English. The UNCP Graduate Program in English Education is one of the few programs in the state approved by the Department of Public Instruction for the new Advanced Licensure in English. Program requirements are also aligned with National Board Certification standards.

College graduates with backgrounds in English or related fields may enroll in the program to acquire advanced knowledge and skills in literature and literacy for various personal and professional proposes, including preparation to teach in community colleges.

Through graduate course work, candidates for the Master of Arts in English Education acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in literature, literacy, and pedagogy. The culminating product of the graduate experience is a Capstone Portfolio and Presentation through which candidates document that they have met the following program goals:

1. advanced knowledge and expertise in literacy and literature
2. advanced knowledge of and planning for students and diverse populations
3. expertise in research and language
4. application of knowledge and skills in the English classroom (for in-service teachers)
5. reflection on personal, intellectual, pedagogical, and professional growth

Requirements for a Master of Arts in English Education

A. Core Courses (12 hours required) **12**

EED 500 -- Literacy and Literature in Context: Curricula, Assessment, and Reform
EED 551 -- The Teaching of Writing: Theories, Issues, and Practices
EED 552 -- The Teaching of Literature: Theories, Issues, and Practices
EDN 566 -- Educational Research

B. Literacy Emphasis (6 hours required, up to 18 hours accepted) **6 - 18**

ENG 510 -- Rhetorical Grammar
ENG 520 -- Issues in Contemporary American English
ENG 523,524, 525, 526-Special Topics in Literacy
ENG 544, 545--Process Writing
ENG 550 -- Advanced Nonfiction Writing
ENG 575 -- Film Literacy

C. Literature Emphasis (6 hours required*; up to 18 hours accepted) **6 - 18**

ENG 514, 515, 516, 517 -- Special Topics Seminar
ENG 537, 538, 539, 540 -- Figures Seminar
ENG 562, 563, 564, 565 -- Epochs Seminar
ENG 566, 567, 568, 569 -- Genre Seminar

D. Thesis (0 hours required; 6 hours accepted)* **0 - 6**

Total: 36

*Thesis credit (6 hours) will be awarded under B. Literacy Emphasis or C. Literature Emphasis, depending on the topic. Students writing a thesis must also take six hours of course work in the Emphasis in which thesis credit is awarded.

COURSES

These courses are grouped into four areas (see above for English Education program requirements). They are also available to students enrolled in other graduate programs.

A. EED CORE COURSES (also in the core is **EDN 566, Educational Research)**

EED 500. Literacy and Literature in Context: Curricula, Assessment, and Reform
Literacy and literature from intersecting historical, global, psychological, socioeconomic, and curricular perspectives; the role of technology; diagnostic, formative, and summative assessment; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; literacy and literature demands of the N. C. Standard Course of Study and National Board Standard; and findings that delineate how literacy and literature professionals can provide leadership in the twenty-first century.

EED 551. The Teaching of Writing: Theories, Issues, and Practices
Study of composition theory, rhetoric, and research findings about writers and learning to write; study and application of current trends in writing curricula, writing across the curriculum, classroom strategies, and assessment; practice and clinical experience with effective pedagogy: integrated language arts, developmental writing units for diverse learners, successful assignments for various genres and purposes (creative, expository, persuasive), process writing, revising and editing, teacher and peer response and evaluation, portfolio evaluation, essay testing, publishing student work, adapting to N..C. Standard Course of Study guidelines, and technology integration.

EED 552. The Teaching of Literature: Theories, Issues, and Practices
Theories of literary interpretation and their application to curricula and pedagogy for students with diverse learning styles, cultural backgrounds and developmental needs; assessment of reading and literature; applications of technology, multidisciplinary approaches, and scholarly research through clinical experiences in literature classes; understanding purposes, genres, and conventions of written, spoken, media texts.

B. LITERACY EMPHASIS

ENG 510. Rhetorical Grammar
Thorough study of advanced elements of English grammar, with emphasis on grammar knowledge as a rhetorical tool, to help writers understand grammatical choices available to them and the effects those choices have on readers. Grammatical principles are applied to students' own writing.

ENG 520. Issues in Contemporary American English
Study of the characteristic features of contemporary American English in print and non-print media, dynamic factors in linguistic change, and concerns about the state of American English today.

ENG 523, 524, 525, 526. Special Topics in Literacy
Course content will vary from term to term. Possible topics include (1) Significant Contemporary Thinkers on Literacy: Freire, Kozol, and Ong; (2) Adult Literacy: Problems and Possibilities; (3) Family Literacy. Upon request. PREREQ: EED 500 recommended. Study of selected topics in literacy.

ENG 544. Process Writing: Theory
Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, discourse analysis, and rhetoric; and to research related to process writing, grading, and evaluation. Summer Only. PREREQ: (1) Acceptance into North Carolina Writing Project at UNCP, (2) To be taken simultaneously with EED 545.

ENG 545. Process Writing: Practicum
Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and sentence-combining and to practice, including those of T.D. Allen, that have proven effective in Southeastern North Carolina. Summer only. PREREQ: (1) acceptance into the North Carolina Writing Project at UNCP (2) To be taken simultaneously with EED 544.

ENG 550. Advanced Nonfiction Writing
Study and extensive practice of the conventions of expository (including narrative) and persuasive writing, including autobiographical and biographical forms, the profile, and interview. Alternative topics, depending on student interest, may include study of the history and strategies of rhetoric and such practices as research, documentation, and setting and dialogue in modern literary journalism.

ENG 575. Film Literacy
A course in film analysis. Emphasizes the teaching of film and includes the elements of film study, a brief survey of film history, and an examination of significant directors, themes, or types of film.

C. LITERATURE EMPHASIS
ENG 514, 515, 516, 517. Literature: Special Topics
A seminar approach to the study of a particular literary topic; special emphases such as dynamic changes in literature of specific minorities or cultures, or literature in its relationship to another medium or discipline; extended seminar papers examining individual themes, writers, or works. Course content will vary from term to term. Possible topics include Southern Literature, American Indian Literature, Black Literature, Journalism and the New Journalism, and Literature in Film Adaptation.

ENG 537, 538, 539, 540. Literature: Figures Seminar
A seminar approach to the study of one major literary figure (or perhaps a few major figures); extended seminar papers exploring particular works, themes, characteristics, or problems. Course content will vary from term to term. Possible topics include Chaucer, Faulkner, Mann, Pope & Swift, Milton, and Emerson & Thoreau.

ENG 562, 563, 564, 565. Literature: Epochs Seminar
A seminar approach to the study of a significant period of American, British, or world literature; seminar papers appraising characteristics of the epoch or an individual's shaping influences on the epoch. Course content will vary from term to term. Possible topics include The Romantic Rebellion, Literature of the English Renaissance, American Transcendentalism, and Eighteenth Century Studies.

ENG 566, 567, 568, 569. Literature: Genre Seminar
A seminar approach to the study of a particular literary type seen in its genesis, maturation, and subsequent influence; seminar papers exploring the contributions of a specific figure or major work to the development of the genre. Course content will vary from term to term. Possible topics include Development of the American Short Story, The Victorian Novel, Studies in Modern World Drama, The Epic, and Biography.

D. THESIS
ENG 600. Thesis
The student prepares a thesis in the area of his/her interest under the direction of the major advisor and a thesis committee. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 6 semester hours. PREREQ: Completion of 21 hours of graduate work and EDN 566.

E. OTHER COURSES
ENG 546, 547. Process Writing: Directed Studies
Advanced studies in theoretical bases and applications of process writing, especially those identified with the National Writing Project and the North Carolina Writing Project. Individual projects and/or field experiences will be included. Summer Credit, 3 semester hrs. PREREQ: ENG 544& ENG 545

MASTER OF ARTS IN EDUCATION (M.A. Ed.)

The University of North Carolina at Pembroke offers a program of graduate studies leading to the advanced Master of Arts in Education degree and a graduate-level "M" license in Art Education, Elementary Education, Mathematics Education, Middle Grades Education, Physical Education, Reading Education, Science Education, and Social Studies Education.

The M.A.Ed. program is designed to enable career teachers to achieve advanced professional goals in content pedagogy, specialty area knowledge, leadership , and family/community partnerships. The programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Department of Public Instruction, and the Southern Association of College and Schools. All of the M.A.Ed. programs at UNCP are revised to meet the Master's Advanced Competencies of the NC Department of Public Instruction and the UNC Board of Governors.

Graduate Program Directors

Art Education, Ann Klesener-Lopez
Elementary Education, Swannee Dickson
Mathematics Education, Gilbert Sampson
Middle Grades Education, Warren Baker
Physical Education, Tommy Thompson
Reading Education, *vacant*
Science Education, Peter Wish, Sue Bowden
Social Studies Education, Kathleen Hilton

The M.A.Ed. Program Structure

The M.A.Ed. consists of two program components -- a common professional studies core (9 hours) and specialty area requirements specific to the licensure area (24 hours) for a total of 36 semester hours.

The nine-hour professional studies core is designed to provide teachers with the foundations needed for study, research, and leadership development at the graduate level. The goals of the professional studies core, in keeping with the UNCP Teacher Education Graduate Mission Statement, are as follows: 1) to engage the teacher in collaboration, critical reflection, and critical thinking; and 2) to facilitate teacher leadership dispositions and opportunities.

By the end of the professional studies sequence, teachers will have a clear understanding of what they need to do to achieve a higher stage of professional development, the proficiencies required to make it happen, and a sense of self-directed purpose in approach to the substantive course work in the specialty area that lies ahead. At the end of EDN 565, the last course in the professional studies sequence, teachers meet with their respective program directors to review and/or select a possible product of learning focus for the M.A.Ed.

Each M.A.Ed. Licensure area uses a unique configuration of required courses, guided electives, practica, and thesis options to meet the master's advanced competencies. Full program descriptions are presented in the next section.

M.A. Ed. PROGRAMS OF STUDY AND COURSES

Descriptions of programs are found below, in two sections.

Part A. Elementary Education, Middle Grades Education, Reading Education
Part B. Art Education, Mathematics Education, Physical Education, Science Education, Social Studies Education

Also available is an **M.A. in English Education** (see previous section).

PART A.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
ELEMENTARY EDUCATION

Coordinator: Swannee Dickson

Program Description

The advanced Master's degree in Elementary Education is a program designed for experienced, practicing classroom teachers who hold an "A" license and have at least two years full-time teaching experience. The M.A.Ed. in Elementary Education is designed to help effective teachers become master teachers and leaders in their professional communities. The program also helps teachers develop the knowledge, skills, and dispositions needed for successful completion of the NBPTS assessment process.

The M.A.Ed. in Elementary Education begins with a mandatory orientation seminar in which teachers conduct a self-assessment and establish long-range goals for professional development during graduate study. The M.A.Ed. in Elementary Education ends with the presentation of the master teacher portfolio, a documented narrative of the teacher's journey toward professional integration, in the capstone course.

Requirements for a Master of Arts in Education: Elementary Education	**Sem. Hrs.**
Orientation to the M.A.Ed. in Elementary Education	**0**
Required Professional Studies Core	**9**
EDN 566. Applied Educational Research	
EDN 550. Applied Educational Psychology	
EDN 565: Applied Philosophy of Education	
Specialty Area Requirements	
A. Theoretical Foundations of Practice	**9**
EDN 553. Development, Culture, & Learning (K-6)	
EDN 519. Literacy and Diversity (K-6)	
EDN 541. Curricular Contexts and Choices (K-6)	
B. Integrated Practice	**9**
EDN 517. Teaching and Learning Mathematics (K-6)	
EDN 520. Teaching and Learning Science (K-6)	
EDN 521. Teaching and Learning Social Studies (K-6)	
C. Electives (choose two)	**6**
500 level courses in the academic disciplines: American Indian studies, art, biology, English, computer science, economics, geography, geology, history, mathematics, music, philosophy, physical education, physical science, political science, psychology, sociology; or, by arrangement, EDN 590, Advanced Practicum in Teaching or EDN 599, Independent Study.	
F. Capstone Course	**3**
EDN 595: Professional Development & Leadership Seminar	
	Total: 36

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
MIDDLE GRADES EDUCATION (6-9)

Coordinator: Warren Baker

Area Coordinators:

Language Arts: Patricia Valenti
Mathematics: Gilbert Sampson
Science: Sue Bowden, Pete Wish
Social Studies: Kathleen Hilton

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold an "A" license in middle school education. Building on the background knowledge and experience of the classroom teacher, the two primary goals of the program are 1) to strengthen advanced academic competence through two teaching concentrations in the disciplines, and 2) to relate advanced understandings of the learner, learning process, curriculum, and instructional strategies to the unique need and characteristics of the emerging adolescent.

Students pursuing the M.A.Ed. Are encouraged to complete the program's professional studies core withing their initial 12 hours of graduate study. The specialty area course, EDN 526 *Foundations and Best Practices in the Curriculum of the Middle Grades*, is a capstone experience taken toward the completion of the student's program of study. All M.A.Ed. candidates are required to construct and present products of learning such as action research projects and professional portfolios which are aligned with the advanced Master's degree competencies.

Requirements for a Master of Arts in Education: Middle Grades Education **Sem Hrs.**

Required Professional Studies Core **9**

EDN 566. Applied Educational Research
EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education

Specialty Area Requirements: Required and Guided Electives in Two Subject Areas* 24

Students must complete two 12-semester hour content area concentrations in Language Arts, Mathematics, Science, or Social Studies. Advanced study in any content area chosen for specialization requires foundation discipline knowledge sufficient for graduate level work.

1. Language Arts: *(two required courses + two electives)*
   Required courses: EED 551 and EED 552
   Two courses from the following: EED 500, ENG 510, 520, 523, 524, 525, 526, 550, 575, 514, 515, 515, 516, 517, 537, 538, 539, 540, 562, 563, 564, 565, 566, 567, 568, 569
2. Science: *(one required course + three electives)*
   Required course: SCE 550
   Physical Sciences (select at least one): PHY 520, 548, CHM 548, 520, GLY 501, 502
   Life Sciences (select at least one): BIO 510, 512, 525, 535
   At least one additional course from those listed above.
3. Social Studies: *(one required course + three electives)*
   Required course: SSE 500
   Social Sciences: GGY 503, GLY 501, PLS 540, ECN 551*, AIS 501
   History: HST 510, 540, 550, 553, 556, 566, 575,
4. Mathematics: *(two required courses + two electives)*
   Required courses: MAT 500, 503
   Two courses selected from MAT 501, 502, 507, 506, 511, CSC 505

*Note: For course descriptions, see relevant graduate program sections: M.A.Ed. Part B., M.A. English Education, MBA, MPM, or School Counseling

Required Middle Grades Capstone Course

EDN 526. Foundations & Best Practices in the Curriculum of the Middle Grades **3**

Thesis **0-6**
Independent Study **0-3**

Total (minimum): 36

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
READING EDUCATION

Coordinator: *vacant*

Program Description

The Master of Arts in Education (M.A.Ed.) Reading Education is designed for experienced teachers who want to become reading specialists. Since the program builds on the professional knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. Program must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of reading problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading programs and services.

Requirements for a Master of Arts in Education: Reading Education	**Sem. Hrs.**
Required Professional Studies Core	**9**
EDN 566. Applied Educational Research	
EDN 550. Applied Educational Psychology	
EDN 565. Applied Philosophy of Education	
Specialty Area Requirements	**27**
Perspectives in Teaching Reading	
EDN 519. Literacy and Diversity (K-6)	
EDN 534. Diagnosis and Correction of Reading Difficulties	
Processes and Foundations of Reading	
EDN 536. Foundations of Reading Instruction, I	
EDN 537. Foundations of Reading Instruction, II	
Diagnosis and Remediation of Reading Difficulties	
EDN 538. Advanced Diagnosis of Reading Difficulties	
EDN 539. Reading Clinic	
Reading in the Content-Areas	
EDN 530. Reading in the Content-Areas	
Organization and Management of Reading Instruction	
EDN 528. Leadership and Planning in the School's Reading Program	
Contemporary Reading Instruction	
EDN 529. Contemporary Issues in Reading Instruction	
Elective Areas in Reading	
CSC 505. Current Topics in Computers in Education	
EDN 527. Practicum in Reading Instruction	
EDN 532. Reading for Diverse Learners	
EDN 533. Leadership for Classroom Reading Instruction	
EDN 535. Psychology of Reading	
EDN 531. Principles of Testing and Measurement in Reading	
EDN 540. Preparation and Selection of Materials for Teaching Reading	
EDN 599. Independent Study	
EDN 600. Thesis	
Total (minimum):	**36**

COURSES (SCHOOL OF EDUCATION)

EDN 500. Educational Leadership (3 hours). Required of candidates for the Master of Arts in Education degree who are preparing for licensure as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 501. Principles of Supervision (3 hours). Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EDN 502. Legal Structures in Education (3 hours). Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics.

EDN 503. School Finance (3 hours). Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 505. School Facilities (3 hours). Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 506, 507. Internship and Seminar in Administration and/or Supervision
The internship is a significant part of the Master's program in Administration and Supervision, involving experiences under the supervision of a selected professional practitioner chosen for the internship. The internship is coordinated by a University faculty member. Plans for the internship must be made in advance with the faculty advisor, after appropriate course work, and in terms of available practicum opportunities in instructive and administrative aspects of an individual school and/or school system and approved by the Office of the Graduate Program.

EDN 512. Advanced Study of Exceptionality in Children (3 hours). An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the in-service educator are explored.

EDN 513. Individualized Program Development for Exceptional Students (3 hours). The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 514. Management of Exceptional Students in the General Classroom (3 hours). This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 516. Curriculum Development (K-12) (3 hours). Principles, techniques, trends, and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, cultural epochs, correlation of subject matter, and unit construction.

EDN 517. Teaching and Learning Mathematics (K-6) (3 hours). This course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem-solving. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541.*

EDN 519. Literacy and Diversity (K-6) (3 hours). The purposes of this course are to help teachers construct a conceptual framework based on knowledge about the cognitive, social, biological, emotional, cultural bases of language and to learn how to use that framework to individualize curriculum, instruction, and assessment in reading, writing, speaking, listening, and viewing. Teachers will also connect long-term literacy goals to learning in other content-areas through children's literature, expressive/transactional/poetic written discourse, and the creative arts. Teachers will explore ways to actively involve families in their children's literacy development. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 520: Teaching and Learning Science (K-6) (3 hours). This course helps teachers improve student learning in science through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of scientific methods and ways of knowing. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541.*

EDN 521: Teaching and Learning Social Studies (K-6) (3 hours). This course helps teachers improve student learning in social studies through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of developing global understandings. Teachers will design theme-based units integrating social studies and the creative arts, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541*

EDN 526: Foundations and Best Practices in the Curriculum of the Middle Grades (3 hours). During this capstone experience students will participate in an advanced study of foundations and curriculum in the middle grades utilizing research-based sources. Implications of historical, philosophical, social, psychological, physical, and intellectual factors in curriculum planning. Focus on current trends, issues, innovations, and models. Special components include a clinical experience, reading and writing across the curriculum, meeting diverse student needs, technology applications, developing peer leadership/mentoring skills, reflection/diagnosis/prescriptive instruction, instruction and development as master teachers, and action research. In addition, the culmination of the student portfolio will be facilitated through this course. The instructor of record for EDN 526 and the Middle Grade Program coordinator will jointly evaluate student portfolios for program completion. *Prerequisite: EDN 565, EDN 566, EDN 550.*

EDN 527. Practicum in Reading Instruction (3 hours). Designed for the graduate student with previous teaching experience who is interested in pursuing research in the area of reading.

EDN 528. Leadership and Planning in the School's Reading Program (3 hours). A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program. Special emphasis will be given to the leadership functions of a reading teacher in diverse roles in terms of aiding the classroom teacher and administrators in the improvement of reading instruction.

EDN 529. Contemporary Issues in Reading Instruction (3 hours). This course provides reading teachers with an in-depth analysis of selected contemporary issues in the teaching reading. Selected issues will deal with teaching reading to various types of atypical and diverse learners, development and use of assessment procedures, analysis of curricular and instructional organizational structures, development and use of technology in reading instruction, and trends in children's literature.
Prerequisites: EDN 528, 530, 536, and 537.

EDN 530. Reading in the Content-Areas (3 hours). This course is designed to provide teachers with knowledge of established and innovative practices of teaching in a variety of content-areas, such as mathematics, social studies, and health.

EDN 531. Principles of Testing and Measurement in Reading (3 hours). This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education.. *Prerequisite: 9 semester hours of previous course work in reading.*

EDN 532. Teaching Reading to Diverse Learners (3 hours). This course will explore a variety of theories and techniques for teaching reading to diverse learners, such as preschoolers, adults, culturally disadvantaged, bilingual, and exceptional students.

EDN 533. Leadership for Classroom Reading Instruction (3 hours). This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. *Prerequisite: EDN 528, EDN 530, and 6 semester hours of additional graduate level course work in reading.*

EDN 534. Diagnosis and Correction of Reading Difficulties (3 hours). This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods.

EDN 535. Psychology of Reading (3 hours). A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the basès for instructional methods and materials in reading.

EDN 536. Foundations of Reading Instruction I (3 hours). This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. *Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.*

EDN 537. Foundations of Reading Instruction II (3 hours). This course is a continuation of EDN 536, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made

significant contributions to reading instruction. *Prerequisite: EDN 536 or permission of the instructor.*

EDN 538. Advanced Diagnosis of Reading Difficulties (3 hours). This course is designed to provide the reading teacher with advanced study in the determination and evaluation of reading difficulties. Students will be expected to complete, under supervision, in-depth case studies of children with suspected reading difficulties. *Prerequisite: EDN 534 or the equivalent.*

EDN 539. Reading Clinic (3 hours). This course is designed to provide the reading teacher with practical experiences remediating students' reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting. *Prerequisite: EDN 538, or may be taken concurrently with EDN 538.*

EDN 540. Preparation and Selection of Materials for Teaching Reading (3 hours). This advanced level course is designed to enable the reading teacher to evaluate and select materials in terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs. *Prerequisite: 15 semester hours of graduate level course work in reading; recommendation of graduate advisor; and consent of instructor.*

EDN 541. Curricular Contexts and Choices (K-6) (3 hours). This course helps the teacher use conceptual frameworks for teaching and learning to prepare an environment for learning. Teacher decisions during the preparation phase include 1) the establishment of long-range goals for groups of learners and individual learners, 2) the selection of measures to assess those goals, 3) the organization, structure, and sequence of the curriculum, 4) approaches to learner motivation and engagement, 5) the organization of children for learning, 6) establishing routines for managing learners and teaching tasks in the learning environment, 7) selection, development, and acquisition of instructional resources, 8) communication and involvement of families, 9) accommodating the environment for special needs children, and 10) establishing team and collaborative efforts with colleagues and other resource persons in the school and community. *Prerequisites: EDN 553 and EDN 519.*

EDN 550. Applied Educational Psychology (3 hours). Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline.

EDN 552. Psychology of the Emerging Adolescent (6-9) (3 hours). An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 553. Development, Culture, & Learning (K-6) (3 hours). The purpose of this course is to help teachers develop contextualized perceptions of diverse learners and their educational needs based on information about children's family life, culture, and stage of development (typical or atypical). Teachers will learn how to establish a baseline for children's development and learning, accommodate developmental and cultural diversity in groups of learners, and align curriculum. Teachers will explore ways to actively involve families in their children's education. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 560. Sociological Foundations of Education (3 hours). Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 565. Applied Philosophy of Education (3 hours). Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical/ theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and learning. The process of constructing a professional portfolio based on NBPTS guidelines frames course activities. *Prerequisites: EDN 566 and EDN 550 or permission of instructor.*

EDN 566. Applied Educational Research (3 hours). Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community.

EDN 570 Educational Decision Making (3 hours). This course is designed to provide students with the knowledge and skills to evaluate educational programs in both formative an summative manners and to address educational problems in light of the best available research.

EDN 571 Analyzing Educational Issues (3 hours). This course provides students with opportunities to critically analyze current educational issues from a variety of perspectives and disciplines including education, history, philosophy, anthropology, sociology, the law, and political science. This is a speaking and writing intensive course.

EDN 572 Ethical Dimensions of Decision Making (3 hours). This course explores the dynamic and complex context of educational decisions. Ethical and societal aspects of decisions are studied.

EDN 573 School-Based Management (3 hours). This course focuses on school quality and the elements essential to administer and operate schools in a manner that supports quality education. Specific aspects of quality considered are: the school as a system and a renewing learning organization, team leadership and school-based decision making, school culture and climate, human and material resources, school reform, and relationships of the state, local district, school, and community.

EDN 590: Advanced Practicum in Teaching (K-6) (3 hours). A support seminar for M.A.Ed. candidates during the year they are completing the application process for National Board Certification, including preparation for written assessments. A National Board Certified teacher, a faulty advisor, and /or an NBC evaluator will be part of the support group. *By arrangement. Fall. Prerequisite: Completion of M.A.Ed. course requirements*

EDN 595: Professional Development & Leadership Seminar (3 hours). This is the capstone experience for teachers completing the M.A.Ed. in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published and submitted for review by the elementary education graduate faculty. *(Teachers choosing National Board Certification as a program product will apply for candidacy at this time.)*

EDN 599. Independent Study (3 hours). An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 600. Thesis in Education (3 - 6 hours). The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory [Pass (P)], Unsatisfactory [Fail (F)] basis. *Prerequisite: Completion of 21 semester hours of graduate work; EDN 566; permission of the student's major advisor; and permission of the Dean of Graduate Studies.*

PART B.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
ART EDUCATION

Coordinator: Ann Klesener-Lopez

Program Description

The M.A.ED.: Art Education's program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Masters of Arts in Education: Art Education's program will extend the NCDPI competencies currently required for initial "A" licensure by extending the art educator's knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend their competencies through self-reflection and self evaluation of their planning skills, computer competencies, as well as through advance study of curriculum content, methods of organizing for instruction, materials, the classroom environment, and knowledge of the students and their needs. With this additional knowledge and experience, the teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

Requirements for a Master of Arts in Education: Art Education **Sem. Hrs.**

Required Professional Studies Core **9**

EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education (Prereq: EDN 550)
EDN 566. Applied Educational Research

Specialty Area Requirements

A. Guided Course Work Emphasizing Art Education **15**

The specific number of semester hours and areas of study required of the student will be determined on the basis of the student's prior background in Art Education at the time of entry into the Program. Courses will be selected form the following.

ART 500. Art in the Elementary School
ART 501. Survey of Art Education
ART 502. Curricula in Art Education
ART 503. Review of Research in Art Education
ART 504. History and Philosophy of Art Education
ART 505. The Teaching of Art History in the Art Education Classroom
ART 510. Independent Study

B. Guided Electives: Art 510, 500, 501, EDN 553, 521, 530 **3-6**

C. Independent Study **3-6**

D. Thesis Options **6**

1. The student may elect to do a thesis dealing with a significant problem or inquiry in the field of art education (EDN 600 - 6 credit hrs.).

2. The student may elect an art studio concentration (6 credit hrs). A thesis concerning a reflection of their work and their philosophy of art and art education will be submitted with their work. Prerequisites: submits a portfolio of slides of their work to indicate their competence in a selected studio concentration.

Total (minimum): 36

COURSES (ART DEPARTMENT)

ART 500. Art in the Elementary School (3 hours). This course is designed to provide the general classroom teacher with various aspects of extending content information with art. Emphasis will be placed upon philosophies associated with elementary school art education, extending content information, art curriculum for the exceptional child, and the use of specific art tools, media, materials, and techniques. Students will acquire competency in instruction and art production to enhance active learning in the classroom.

ART 501. Survey of Art Education (3 hours). Provides survey of development of art education and problems in the field by means of a critical inquiry. Trends and Issues are examined. Prerequisite: graduate standing.

ART 502. Curricula in Art Education (3 hours). Advanced study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary art programs, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. *Prerequisite: graduate standing.*

ART 503. Research in Art Education (3 hours). Studies of appropriate research methodologies, research and selected readings in art education. Includes research procedures in art education, recent studies, areas needing further research. *Prerequisite: graduate standing.*

ART 504. History and Philosophy of Art Education (3 hours). Critical analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, aesthetics, the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. *Prerequisite: graduate standing.*

ART 505. The Teaching of Art History in the Art Education Classroom (3 hours). Recent theories in the fields of art education concerning curricula in art history. This course includes the development of competency in art history, methods and diverse inquiry procedures. *Prerequisite: graduate standing.*

ART 510. Independent Study (6 hours). This course is designed to fulfill individual and specific needs of art education graduate students' particular area of advanced study. Directed reading, research, production and problem solving in the student's area or areas of art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. *Prerequisites: Graduate standing and submits a portfolio of slides of their work to indicate their competence in selected studio concentration.*

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
MATHEMATICS EDUCATION

Coordinator: Gilbert Sampson

Sir Isaac Newton made the statement, "If I have seen further than others, it is because I have stood on the shoulder of giants". In this statement, Sir Isaac Newton gave the essence of mathematics; it is an accumulated body of knowledge through cultural and historical development and it is a shared experience.

Program Description

The Master's of Arts in Education, Mathematics Education Program seeks to build upon the undergraduate degree through the extension of the width and breath of their mathematics background and through the enhancement of those skills and attributes which assist in the improvement of learning and teaching. The program's conceptual framework is based upon the premise of extending the experienced teacher's instructional background in those subject areas that are pertinent to the secondary curriculum: function, algebra and geometry. The extension of the instructional background is contained within the casing of problem solving and research. Problem solving and research should promote data collection, analysis, reflective thought, conjecture and assessment which provide collaborative leadership to other experienced practitioners. The growth will be demonstrated through the capstone project of the Portfolio and the comprehensive exams.

The educational objectives of the program are:

1. To provide students with a solid foundation and understanding of mathematics
2. To enable students through study to appreciate both the aesthetic and practical aspects of mathematics.
3. To provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. To provide students with current theories regarding the psychological development of the learner, and an understanding of human dynamics found in the home, the school, and the community.
5. To demonstrate methods of evaluating student learning, textbooks, curriculum educational techniques, and the educational process as a whole.
6. To prepare students to deal with a diverse population that have a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. To provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. To stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meetings, and in-service program.

Requirements for a Master of Arts in Education: Mathematics Education **Sem. Hrs.**

Required Professional Studies Core **9**

EDN 566. Applied Educational Research
EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education

Specialty Area Requirements

A. Mathematics Education **6**

MAT 500. Curriculum Development & Evaluation in Mathematics Education (Required)
One additional course from the following:
MAT 501. Theoretical Bases of Math Instruction
MAT 502. History of Math (if not taken as undergraduate)
CSC 505. Current Topics in Computers in Education

B. Mathematics Content **21**

1.Analysis 6 hrs
Choose 2 of the 3 below; others may be used a electives
MAT 523. Real Analysis
MAT 532. Advanced Calculus for the Math Teacher
MAT 544. Complex Analysis for the Math Teacher

2.Algebra & Number Theory 3 hrs
Choose one of the 3 below, others may be used as electives
MAT 512. Advanced Topics in Linear Algebra
MAT 515. Topics in Number Theory
MAT 526. Special Topics in Abstract Algebra

3.Geometry & Topology 3 hrs
Choose 1 of the 2 below, others may be used as an electives
MAT 510. Point Set Topology (offered on alternate years.)
MAT 511. Advanced Topics in Geometry (offered on alternate years.)

4.Applied Mathematics 3 hrs
MAT 503. Elements of Problem Solving (required)
MAT 506. Probability & Statistics for Math Teachers (use for elective only).
MAT 507. Discrete Math (can be used for elective only).

5.Mathematics Electives 6 hrs
May be chosen from any math courses not taken to satisfy a program requirement.

6.Thesis option may replace 3 semester hours of the math electives. 3 hrs
MAT 600. Thesis in Mathematics Education

Total (minimum): 36

COURSES (MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT)

CSC 505. Current Topics in Computers in Education (3 hours). An in-service course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development. A laboratory experience will be an integral part of the course.

CSC 508. Computer Graphics for the Mathematics Teacher (3 hours).
This course introduces graphics appropriate to classroom settings at the pre-college level. Graphics that will be dealt with include various algebraic, geometric, and trigonometric relations. Methods that will be used include direct programming as well as the introduction of commercially available software designed for this purpose.

CSC 509. Programming and Algorithms for the Mathematics Teacher I (3 hours).
Techniques for problem solving in a mathematical setting through programming in a high level language. The efficiency of algorithms and the design of programs are considered. *CSC 202 or its equivalent is required background for this course.*

CSC 510. Programming and Algorithms for the Mathematics Teacher II (3 hours). Advanced techniques for problem solving in a mathematics setting through programming in a high level language. Emphasis is given to data structures and object-oriented design. An individual in-depth programming project including design, implementation, testing, and documentation of each phase is required. *Prerequisite: CSC 509 or instructor permission.*

CSC 511. Computer Hardware in an Educational Setting (3 hours). A study of the various components that make up computer configurations in public school settings. Comparison of the various types of computer hardware available for use in the school. Particular attention will be given to evaluation of hardware for laboratory situations with both individual and networking of computers and computer terminals.

CSC 512. Database Management for Teachers (3 hours). Goals of DBMS including data independence, relationships, logical organizations, schema and subschema. Designing databases including lossless join, dependence preserving normal form decompositions. Using relational database management systems. Constructing applications which include databases. Data integrity and reliability. As announced. *Prerequisite: CSC 510 or permission of instructor and program coordinator.*

CSC 513. Computer systems for Teachers (3 hours). Basic logic design; sequential circuits; digital storage and access. Computer structure, machine and assembly language, and addressing modes. I/O and interrupt structure. Operating system concepts. Examples from microcomputer operating systems. As announced. *Prerequisite: CSC 510 or permission of instructor and program coordinator.*

MAT 500. Curriculum Development and Evaluation in Mathematics Education (3 hours). A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MAT 501. Theoretical Bases of Mathematics Instruction (3 hours). An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MAT 502. History of Mathematics (3 hours). A historical development of selected topics in mathematics from ancient to modern times. Systems of numeration, geometrical notions, and the development of algebra and analysis with motivational and pedagogical relevance will be given emphasis. Credit will not be allowed for MAT 502 if student has credit for an undergraduate course in the History of Mathematics.

MAT 503. Elements of Problem Solving (3 hours). This course strengthens the student's mathematical problem-solving ability by extensive work with non-routine problems that can be solved by elementary methods. General strategies for creative problem-solving will be emphasized. Meaningful ways of dealing with such problems in the secondary school classroom will constitute a significant part of the course. Required of all masters candidates in mathematics education.

MAT 505. Elements of Mathematics for the Middle Grades Teacher (3 hours). The content of this course provides teachers at the middle school level with the mathematics they need in order to be effective in the classroom. Topics include sets, metric geometry, and introductory algebra. These topics will be handled from a problem-solving point of view.

MAT 506. Statistics and Probability for the Secondary Mathematics Teacher (3 hours). The emphasis of this course will be on understanding various statistical concepts and techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

MAT 507. Discrete Mathematics for the Math Teacher (3 hours). This course will stress applications of Discrete Mathematics and such discrete techniques as are now, or should be, found at the secondary level. Mathematical modeling will be an underlying concept of the course.

MAT 510. Point Set Topology (3 hours). Elements of point set topology, separation properties, compactness, connectedness, functions, Tietze extension theorem, fundamental group, and covering spaces.

MAT 511. Advanced Topics in Geometry (3 hours). Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 411 classes.

MAT 512. Advanced Topics in Linear Algebra (3 hours). 2- and 3-dimensional linear algebra over the numbers; geometric interpretations; and topics chosen to improve secondary teachers' breadth in and knowledge of Linear Algebra.

MAT 515. Topics in Number Theory (3 hours). Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical number theory. Content variable, but chosen to minimize duplication with recent and current MAT 415 classes.

MAT 521. Basic Ideas of Analysis I (3 hours). A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MAT 522. Basic Ideas of Analysis II (3 hours). A continuation of MAT 521. This course continues developing the principal ideas and techniques of Calculus. Topics considered in 521 and 522 will generally coincide with topics covered in a three-semester Calculus sequence. (Any student taking MAT 521, and MAT 522, will be required to take three additional semester hours of Analysis.)

MAT 523. Real Analysis (3 hours). Real number system; open and closed sets, covering properties, Borel sets. Measurable sets and measurable functions. Lebesque measure and integration, LP spaces.

MAT 526. Special Topics in Abstract Algebra (3 hours). Selected topics from group, ring, and field theory that have implications to the secondary curriculum will be chosen for study.

MAT 532. Advanced Calculus for the Mathematics Teacher (3 hours). Topics chosen to improve the secondary mathematics teacher' mastery, breadth of knowledge, and appreciation of advanced calculus. Content variable, but chosen to minimize duplication with recent undergraduate courses in advanced calculus.

MAT 544. Complex Analysis for the Mathematics Teacher (3 hours). Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of complex analysis. Content variable, but chosen to minimize duplication with recent undergraduate courses in complex analysis.

MAT 600. Thesis in Mathematics Education (3 hours). The student prepares a masters degree thesis in Mathematics Education under the direction of a thesis advisor from the Dept. of Math/CSC and the student's thesis committee. Students electing to complete a thesis are still required to take the written comprehensive examinations. May be used to satisfy 3 hrs of electives. *Prerequisite: 21 hrs of Graduate Work, MAT 500, EDN 566, permission of Math Dept. Chair , and Dept. Coordinator of Graduate Program.*

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
PHYSICAL EDUCATION

Coordinator: Tommy Thompson

Program Description

To enhance the physical educator's understanding and knowledge of human movement, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate's physical education preparation, and to that end, will be a multi-disciplinary study that aims to help in-service teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

Requirements for a Master of Arts in Education: Physical Education — **Sem Hrs.**

Required Professional Studies Core — **9** hrs

EDN 566. Applied Educational Research
EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education

Specialty Area Requirements

Required PE Courses — **18** hrs

PED 501 Exercise & Sport Physiology in the School Curriculum
PED 502 K-12 Exercise, Sport & Coaching Psychology
PED 503 Management & Marketing of School PE & Athletic Programs
PED 504 Principles of Recreation, Leisure Activities & After-School Programs
PED 505 Health, Wellness & Fitness in the School Curriculum
PED 506 Current Educational Issues in PE & Athletics

Guided Electives ***(must take three of the choices below)*** — **9** hrs

EDN 500 Educational Leadership
EDN 501 Principles of Supervision
EDN 502 Legal Issues in Education
EDN 503 School Finance
EDN 505 School Facilities
MPM 500 Modern Management & Organization*
MPM 502 Legal & Ethics in Administration*
MPM 506 Human Resource Administration*
MPM 510 Organizational Leadership*
MPM 530 Organizational Communication*

(*Note: For course descriptions, see MPM program)

Total (minimum): 36

COURSES (HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT)

PED 501. Exercise & Sport Physiology in the School Curriculum (3 hours). Course will present concepts of exercise and sport physiology in a practical approach based on researched principles of exercise physiology and applied science as it pertains to various grade levels. Movement analysis of the human body will be studied as to variables, exercise responses, training principles, adaptation, problem-criteria, and modalities. Physiological response in every body system will be explored relevant to various age groups and gender.

PED 502. K-12 Exercise, Sport & Coaching Psychology (3 hours). Course will examine topics related to the potential for optimal human athletic and exercise performance at various life stages. Areas of study will include functional behavior, behavior modification, psychology of human and work motivation, self-assertion, personality, gender differences, visual and auditory perception, and stages and processes of behavior development and decision-making.

PED 503. Management & Marketing of School PE & Athletic Programs (3 hours). Course will present a detailed study of marketing principles from the perspective of a school administrator, physical educator, coach, sportsman, athletic director, and/or other related fitness/sports administrators. Specific items of study would include marketing concepts, customer analysis, activity promotion, etc. Management structure and organization will be researched thoroughly. Advertising, public relations, and media strategies will be addressed.

PED 504. Principles of Recreation & Leisure Activities (3 hours). A comprehensive study of the basic concepts of organized recreation and its philosophy and implementation. An in-depth overview of practices, methods, and processes of leadership, supervision, staff development, etc. as well as a thorough examination and study of the organization and administration of recreation management, logistics, legal issues, etc.

PED 505. Health, Wellness & Fitness in the School Curriculum (3 hours). Course will include in-depth coverage of the dimensions of health, wellness & fitness. The course is intended to provide knowledge and skills that will enable humans to achieve an optimal healthy lifestyle regardless of age or gender. Emphasis will be placed on making correct choices based on sound principles of researched and applied science and human biological study. The course will present the various options, strategies, issues and implications surrounding the bases of human wellness.

PED 506. Current Education Issues in PE & Athletics (3 hours). Course will be designed for formulating, designing, and implementing meaningful research into timely and practical educational issues in physical education and/or athletics. The study of a particular topic(s) of special importance, relevance, and currency to physical educators, athletic directors, coaches, fitness coordinators, department chairs, etc. will be the main theme. Course content may vary with each offering.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
SCIENCE EDUCATION

Co-Coordinators:
Pete Wish, Chemistry and Physics
Sue Bowden, Biology

Program Description

The primary purpose of the M.A. Ed. in Science Education Program is to prepare currently licensed North Carolina Secondary School Science Teachers for the N.C. Master's/Advanced Competencies License. The program requires 36 s.h. and is a logical extension of two undergraduate science teacher preparation programs currently offered at UNCP; one, the B.S. in Science Education Program and, two, the Biology Education program. Students who completed the B.S. in Science Education Program (science ed. majors) were eligible for the N.C. Secondary Comprehensive Licensure and were licensed to teach any and all of the science courses offered in N.C. Secondary Schools. Students who completed the Biology Education Program (biology ed. majors) were eligible for the N.C. Secondary Biology Licensure and were limited to teaching only biology.

The M.A.Ed. in Science Education has been designed to provide an opportunity for science teachers who hold either the comprehensive Science License or the Biology License to enter the program and qualify for the N.C. Master's/Advanced License. While in the M.A.Ed. Program, the former undergraduate science ed. major will be required to concentrate in one of four areas of science (12 s.h. in Biology, Chemistry, Physics, or Earth Science) and take nine additional s.h. in the three areas outside of the concentration (no more than 3 s.h. from any one area). The former undergraduate biology ed. major will concentrate in biology (15-18 s.h.) and take an additional 3 s.h. to 6 s.h. in an area or areas outside of biology. Both groups will also take a required core of professional education courses (9 s.h.) and six additional s.h. in science education.

The M.A. Ed. in science education will build upon the instructional expertise and leadership qualities and skills of an experienced licensed science teacher by requiring the following qualifications prior to full admission into the program:

1. the applicant must hold either the N.C. Secondary Science Comprehensive License or the Secondary Biology License. Any out-of-state applicants will have to hold licenses deemed equivalent to the N.C. licenses.
2. the applicant must meet all of the graduate school general admission requirements.

Requirements for a Master of Arts in Education: Science Education — **Sem. Hrs.**

Required Professional Studies Core — **9**

EDN 566. Applied Educational Research
EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education

Specialty Area Requirements

Science Education Core (choose 6 hours) — **6**

SCE 560 Foundations of Science Education
SCE 561 Improving Classroom Instruction in the Life and Earth Sciences
SCE 562 Improving Classroom Instruction in the Physical Sciences

A concentration in one of these areas **12**
(note: Biology Education majors may choose 15-18 hours in Biology)
Biology (required for undergraduate biology education majors)
- BIO 510 Marine Biology
- BIO 512 Topics in Ecology and Environmental Biology
- BIO 515 Advanced Microbiology
- BIO 520 Current Trends in Molecular & Cell Biology
- BIO 525 Evolutionary Botany
- BIO 535 Evolutionary Zoology

Chemistry
- CHM 520 Current Trends in Chemistry
- CHM 548 Historical Perspectives on Chemistry
- CHM 550 Spectroscopic Methods of Structure Determination
- CHM 560 Instruments for Chemical Analysis

Earth Science
- GLY 501 Earth Science
- GLY 502 Earth History
- GLY 504 The Physiography and Ecology of the Atlantic Coastal Plain
- GLY 541 Meteorology and Climatology

Physics
- PHY 501 Classical Mechanics
- PHY 516 Modern Physics
- PHY 520 Current Trends in Physics
- PHY 548 Historical Perspectives of Physics

Additional courses in the three areas outside of the concentration **9**
(note: Science Education Majors choose no more than 3 s.h. from any one area;
Biology Education majors may choose 3-6 s.h. outside the biology concentration)
- Biology: BIO 512 or 520
- Chemistry: CHM 520 or 548
- Earth Science: GLY 501 or 502
- Physics: PHY 520 or 548

Total 36

COURSES

BIOLOGY DEPARTMENT

BIO 510. Marine Biology (3 hours). A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes a one-week on-campus study followed by a one-week field, lab work at the Bermuda Biological Station for Research. *There are additional costs involved in the trip.*

BIO 512. Topics in Ecology and Environmental Biology (3 hours). Students will become cognizant of the principles of ecology and environmental biology through analysis of the interactions of organisms with each other and their interactions with the physical environment. The impact of humans and human systems on the natural world will be examined The interaction of ecological, geological and human processes is examined at regional, national, and global scales. Human management of fragmented landscapes will be discussed. Certain topics may be emphasized according to the expertise of the instructor.

BIO 515. Advanced Microbiology (3 hours). An introduction to the structure, metabolism, genetic control, growth and evolution of microorganisms, with emphasis on eubacteria, archaebacteria, viruses, and other subcellular entities; microbial activities, their interactions and the application of microbiological approaches in addressing problems which exist in today's environment will also be presented.

BIO 520. Current Trends in Molecular and Cellular Biology (3 hours). This course is designed to provide the student with an awareness and appreciation of the rapidly changing trends in molecular and cellular biology. Discussion will include the medical potential and ethical issues raised by developments in these areas. Topics of discussion will include cloning, gene therapy, etc.

BIO 525. Evolutionary Botany (3 hours). A survey of all photosynthetic organisms with emphasis on phylogenetic relationships. Topics covered will include early evolution of life and the part photosynthesis played, three billion years of evolution restricted to the aquatic habitat, and evolution of terrestrial plants over the last half billion years.

BIO 535. Evolutionary Zoology (3 hours). A review of the basic workings of science, evolutionary concepts, and the animal kingdom. Topics will also include animal fossils, morphological & behavioral phylogeny, and human evolution.

CHEMISTRY AND PHYSICS DEPARTMENT

CHM 520. Current Trends in Chemistry (3 hours). A survey of current developments and trends in the various fields of chemistry.

CHM 548. Historical Perspectives of Chemistry (3 hours). This course emphasizes the development of physical concepts in the discipline of chemistry from the earliest records through Aristotle, the alchemist and beyond, to the present. Topics include contributions of such scientists as Boyle, Lavoisier, Dalton, Mendeleev, Rutherford, and others. Discussions concerning their methods, motives, and the mental and social climate of their time are also included.

CHM 550. Spectroscopic Methods of Structure Determination (3 hours). The student will be introduced to the process by which the modern organic chemist determines the atom-to-atom structure of organic molecules. A review of empirical and molecular formulas, and what can be learned from them, is included. However, the major focus of the course will be teaching the student about the use of a number of instrumental techniques that is used in the elucidation of individual molecular structures. The specific techniques, and how they relate to molecular structure determination, include: UV-VIS (ultra violet-visible spectroscopy), IR (infrared spectroscopy), Mass Spectrophotometry (simulated data only), and various introductory and advanced NMR (nuclear magnetic resonance spectroscopy) techniques, including Proton and Carbon-13, COSY, DEPT, and HETCOR.

CHM 560. Instruments for Chemical Analysis (3 hours). A course examining the theory and operation of instrumentation used for quantitative and qualitative analyses of matter. A combination of lecture and laboratory activities will develop both student knowledge of and skills in a variety of modern spectroscopic, electrochemical and chromatographic techniques.

GGY 503. Descriptive Regional Analysis (3 hours). Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GLY 501. Earth Science (3 hours). Advanced study of the processes that control the seasons, the atmosphere, the weather, the wind systems of the world, the oceans, volcanic activity, earthquakes, and the formation of rocks and minerals.

GLY 502. Earth History (3 hours). An Advanced study of earth history as recorded in the rock record. Topics include geologic time; evolution of the continents, oceans and atmosphere; fossils and the development of life through time; and the historical development of geologic concepts. *Prerequisites: GLY 501 or permission of the instructor.*

GLY 504. Physiography and Ecology of the Atlantic Coastal Plain (3 hours). A systematic study of the physical and cultural setting of the Atlantic Coastal Plain. Topics include soils, water, vegetation, landforms (including extensive study of Carolina bays), weather and climate, population, settlement and resource use. The course includes week-end field trips.

GLY 541. Meteorology and Climatology (3 hours). Analysis and presentation of weather and climate information. Emphasis on explanatory methods in basic meteorology. Graphical representation and modeling of weather elements, atmospheric processes and climate regions.

PHY 520. Current Trends in Physics (3 hours). A survey of current development and trends in the various fields of physics.

PHY 548. Historical Perspectives of Physics (3 hours). This course emphasizes the development of physical concepts in the discipline of physics from the earliest records through Aristotle, Einstein and beyond, to the present. Topics include contributions of such scientists as Copernicus, Galileo, Newton, Boyle, Rutherford, Millikan, Bohr, DeBroglie, Schroedinger, and others. Discussions concerning their methods, motives and the mental and social climate of their time are also included.

PHY 550. Classical Mechanics (3 hours). Newtonian mechanics, linear oscillations, non-linear oscillations, introduction to calculus of variation. Hamilton's principle and La Grange's equations, central force motion, non-inertial frames, rigid body dynamics, vibrating systems.

PHY 560. Modern Physics (3 hours). Special theory of relativity; introductory quantum mechanics with applications to microscopic systems; Fermi-Dirac, Bose-Einstein statistics; and electronic bands in solids.

SCE 561. Improving Classroom Instruction in the Life and Earth Sciences (3 hours). This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school life and earth science classrooms. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate and a critical analysis of research relevant to the teaching of the life and earth sciences.

SCE 562. Improving Classroom Instruction in the Physical Sciences (3 hours). This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school chemistry and physics classrooms. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate and a critical analysis of research relevant to the teaching of chemistry and physics.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
SOCIAL STUDIES EDUCATION

Coordinator: Kathleen Hilton

The Master of Arts (M.A. Ed) in Social Studies Education program is a rigorous program of study for experienced teachers who wish to increase their own knowledge, enhance social studies instruction for their students, and exercise professional leadership in social studies curriculum development within their schools. It builds upon and extends the multiple goals of UNC Pembroke's undergraduate social studies education program. The history and social science requirements are carefully structured to provide breadth of coverage and self-selected areas of concentration.

The Master of Arts in Education: Social Studies Education program will enable students to:

1. Strengthen their history and social science knowledge base and analytical skills.
2. Enhance their understanding of the structure and methods of the individual academic disciplines and, therefore, their ability to make the material interesting and comprehensible to their students.
3. Become familiar with recent curriculum reform initiatives which have particular relevance for social studies teachers, including the essential thematic strands identified by the National Council for the Social Studies and the national standards developed for each content area.
4. Integrate recent scholarship and professional trends with their own classroom experiences.
5. Evaluate available technology resources (hardware and software) and determine their suitability for instructional purposes.
6. Assume professional leadership roles in curriculum development, instructional planning, and advocacy for social studies as an essential component of K-12 education.

Students will complete a capstone product of learning and, with the guidance of a "project committee" from the relevant academic discipline(s), prepare a professional presentation for colleagues prior to graduation.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

- Current SSE licensure and two years of full time social studies teaching experience
- Acceptable MAT or GRE scores and GPA
- Submission of a philosophy of social studies education
- Submit a letter of application describing, in light of the philosophy of education, what the individual hopes to gain from the program and how it will affect classroom practices
- Submit a recommendation from one's Principal or Department Chair
- [Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. Their letter of recommendation may come from an undergraduate professor.]

Requirements for a Master of Arts in Education: Social Studies Education — **Sem. Hrs.**

Required Professional Studies Core — **9** hrs

EDN 566. Applied Educational Research
EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education

Specialty Area Requirements

Advanced Methods
SSE 500 - Social Studies Curriculum Transformation **3** hrs

History (4 courses; 3 required courses and one elective) **12** hrs
Required Courses: Select one course from each category.
1. Asian, African, Latin American History
   HST 550 - Topics in Asian History
   HST 553 - Topics in African History
   HST 556 - Topics in Latin American History
2. European History
   HST 560 - Topics in European History to 1500
   HST 565 - Topics in European History since 1500
3. U. S. History
   HST 570 - Topics in U.S. History to 1890
   HST 575 - Topics in U.S. History since 1860

History Elective: Select one additional course from the following:
HST 510 - Advanced North Carolina History
HST 520 - History of the South
HST 540 - Topics in History
HST 550, 553, 556, 560, 565, 570, or 575. No topic may be repeated.

Social Sciences (4 courses) **12** hrs
Select two courses from ***one*** category (a, b, or c) (6 hours)
a. ECN 551*; MBA 515* or MPM 503*
b. GGY 501 and GGY 503
c. PLS 540 and 545

Select two courses from any two of the fields not selected above (6 hours)
American Indian Studies: AIS 501
Economics: ECN 551* or MBA 515* or MPM 503* or MPM 552*
Geography: GLY 501 or GGY 503
Political Science: PLS 540 or PLS 545
Psychology: PSY 545*

(*Note: For course descriptions, see MBA, MPM, or School Counseling programs)

COURSES

HISTORY DEPARTMENT

SSE 500 - Social Studies Curriculum Transformation (3 hours). This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. *Prerequisite: Formal admission to the M.A. Ed.: Sociál Studies Program.*

Asian, African, Latin American History:
HST 550 - Topics in Asian History (3 hours). The course will examine a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HST 553 - Topics in African History (3 hours). The course will examine a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HST 556 - Topics in Latin American History (3 hours). The course will examine a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

European History:
HST 560 - Topics in European History to 1500 (3 hours). The course will examine a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HST 565 - Topics in European History since 1500 (3 hours). The course will examine a specific region, period, or theme in European history since 1500. Topics will vary, determined by the instructor's specialty

United States History:
HST 570 - Topics in U.S. History to 1890 (3 hours). The course will examine a specific period or aspect of U. S. history prior to 1890. Topics will vary, determined by the instructor's specialty.

HST 575 - Topics in U.S. History since 1860 (3 hours). The course will examine a specific period or aspect of U. S. history since 1860. Topics will vary, determined by the instructor's specialty.

Additional History Electives
HST 510 - Advanced North Carolina History (3 hours). An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 520 - History of the South (3 hours). A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HST 540 - Topics in History (3 hours). This course will focus on one topic which does not fit within any single geographic category used above.

AMERICAN INDIAN STUDIES DEPARTMENT
AIS 501 Contemporary Issues of American Indians (3 hours). This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise. Alternate fall.

CHEMISTRY AND PHYSICS DEPARTMENT
GLY 501. Earth Science
Advanced study of the processes that control the seasons, the atmosphere, the weather, the wind systems of the world, the oceans, volcanic activity, earthquakes, and the formation of rocks and minerals.

GGY 503. Descriptive Regional Analysis
Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

POLITICAL SCIENCE DEPARTMENT
PLS 540. Systems of State and Local Government
Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PLS 545. American Political Process
Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

APPENDIX A

UNC HISTORY AND LEADERSHIP
UNCP OFFICERS AND ADMINISTRATORS
FACULTY

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. University of North Carolina at Pembroke is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate; Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.) By subsequent act of the General Assembly, the name of the University was changed to the University of North Carolina at Pembroke, effective July 1, 1996.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

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G. Irvin Aldridge	Manteo
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F. Edward Broadwell, Jr.	Asheville
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Angela R. Bryant	Rocky Mount
William L. Burns, Jr.	Durham
C. Clifford Cameron	Charlotte
Bert Collins	Durham
Chancy R. Edwards	Knightdale
Ray S. Farris	Charlotte
H. Frank Grainger	Cary
James E. Holshouser (Emeritus)	Southern Pines
Peter Keber	Charlotte
Teena S. Little	Southern Pines
Helen Rhyne Marvin	Gastonia
Timothy Keith Moore	Shelby
Maxine H. O'Kelley	Burlington
Robert v. Owens, III	Nags Head
Barbara S. Perry	Kinston
Patsy B. Perry	Durham
D. Wayne Peterson	Pinehurst
Jim W. Phillips, Jr.	Greensboro
H. D. Reaves, Jr.	Fayetteville
John L. Sanders	Chapel Hill
J. Craig Souza	Raleigh
Priscilla P. Taylor	Chapel Hill
Robert F. Warwick	Wilmington
J. Bradley Wilson	Durham
Ruth Dial Woods	Pembroke

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DIANA OBLINGER, B.S., M.S., Ph.D.	Vice President - Information Resources & Chief Infomation Officer
GARY T. BARNES, B.A., M.S.,Ph.D..	Vice President - Program Assessment & Public Service
CHARLES R. COBLE, A.A., A.B., M.A.T., Ed.D.	Vice President - University-School Programs
ROSALIND FUSE-HALL, B.S., J.D.	Secretary of the University
J.B. MILLIKEN, B.A., J.D.	Public Affairs & University Advancement
RICHARD H. ROBINSON, JR., A.B., LL.B.	Vice President for Legal Affairs & General Counsel
JUDITH PULLEY, B.A., M.A., Ph.D.	Vice President - Planning
GEORGE ANTONELLI, B.A., M.A., Ph.D.	University Catalog Officer

UNC PEMBROKE

CHIEF EXECUTIVES*
THE UNIVERSITY OF NORTH CAROLINA
AT PEMBROKE

O.H. BROWN, *Acting President* (1940-1942)
B.S., North Carolina State; Ph.D., Johns Hopkins University

RALPH D. WELLONS, *President* (1942-1956)
A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, *President* (1956-1962)
B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

ENGLISH E. JONES, *President* (1962-1972); *Chancellor* (1972-1979)
B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H. Pembroke State University

PAUL R. GIVENS, *Chancellor* (1979-1989); *Chancellor Emeritus* (1989-)
B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, *Chancellor* (1989-1999)
B.A., Catawba College; M.Ed., Ed.D., Boston University

ALLEN C. MEADORS, *Professor and Chancellor* (1999-)
B.B.A, University of Central Arkansas; M.B.A.., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

*This list includes chief executives since the institution became a totally collegiate-level institution. Prior to 1940, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constitution institution of The University of North Carolina.

BOARD OF TRUSTEES:
THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Sybil J. Bullard (2001) ..... Pembroke
D. M. Campbell, Jr. (2001) ..... Elizabethtown
Robert E. Caton (2001) ..... Lumberton
Sybil Lowry Collins (2001) ..... Pembroke
McDuffie Cummings (2002) ..... Pembroke
H. Thomas Jones, II (2001) ..... Whiteville
Henry G. Lewis (2002) ..... Lumberton
Cheryl Ransom Locklear (2002) ..... Pembroke
Gervais (Gary) Oxendine (2001) ..... Southern Pines
Roger Oxendine (2002) ..... Rowland
Sherry Dew Prince (2002) ..... Tabor City
Veronica Hatton (2000-2001) SGA President ..... Cary
Vacant (2002) .....

OFFICERS AND ADMINISTRATORS

CHANCELLOR

ALLEN C. MEADORS, B.B.A, M.B.A., M.P.A., M.A., M.A., Ph.D., FACHE

OFFICE OF THE CHANCELLOR

ROGER BROWN, B.A., M.A., Ph.D.	Provost & Vice Chancellor for Academic Affairs
DIANE JONES, B.S., M.S., Ed.D.	Vice Chancellor for Student Affairs
R. NEIL HAWK, B.B.A.	Vice Chancellor for Business Affairs
GLEN BURNETTE, Jr., B.A., M.Ed., Ed.D.	Vice Chancellor for Advancment
BETH CARMICAL, B.A., M.S.	Special Assistant to the Chancellor
DONEAL GERSH, B.A., M.A., APR	Director of University Relations
SCOTT BIGELOW, B.A.	Information Specialist
BOBBY AYERS, B.S.	University Photographer
JACQUELINE H. CLARK, B.A., M. Ed.	Director of Admissions
DEANA JOHNSON, B.S.	Associate Director of Admissions
DAN KENNEY, B.S., M.A.Ed.	Director of Athletics
SUSAN EDKINS, B.A., M.S.	Assistant Director of Athletics
SUELLEN CABE, B.A., M.A., Ph..D.	Director of Planning & Institutional Research
DOUGLAS P. MURRAY, B.S., J.D.	Legal Assistant to the Chancellor
SUSAN WEST, B.S., C.P.A., M.B.A.	Internal Auditor

OFFICE OF ACADEMIC AFFAIRS

ROGER G. BROWN, B.S., M.A., Ph.D.	Provost & Vice Chancellor for Academic Affairs
WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D.	Assistant Vice Chancellor for Academic Affairs
SYLVESTER WOOTEN, B.S., M.S., Ed.D.	Assistant Vice Chancellor for Academic Affairs
Vacant	Director of Continuing Education and Summer Session
GENE A. BRAYBOY, B.A., M.P.H.	Director of Sponsored Research and Programs
ARMAND OPITZ, B.A., M.A.T., CASE	Assistant Director of Sponsored Research & Programs
OTTIS MURRAY, M.A., M.Ed.,Ed.D.	Proposal Development Specialist
ELIZABETH NORMANDY B.A.,M.A.,Ph.D	Director of Teaching and Learning Center

SARA BRACKIN, B.S., M.A.	Registrar
DEBORAH SMITH, B.A.	Assistant Registrar
ELINOR FOLGER FOSTER, B.A., M.L.S., Ed.D.	Director of Library Services
JEAN E. SEXTON, B.A., M.S.L.S.	Assistant Director and Coordinator of Technical Services
LILLIAN D. BREWINGTON, B.A., M.L.S	Government Documents/Special Collections Librarian
SHIRLEY ANN SCHICK LEARN, B.A., M.S.L.S.	Acquisitions/Collection Development Librarian
MARY ELLEN MAJORS, B.A., M.L.I.S.	Serials Librarian
ROBERT L. CANIDA, II, B.A., M.S.L.S.	Electronic Resources/Access Services Librarian
CHARLES T. GREEN, B.S., M.L.S.	Retrospective Conversion Librarian
CYNTHIA E. SAYLOR, B.A. M.L.I.S.	Instructional Services/Reference Librarian
SUSAN F. WHITT, B.A.,M.L.S.	Reference/Instructional Services Librarian
JO ANN PEARSON, A.S., B.S.	Director of University Computing and Information Services
STANLEY G. KNICK, B.A., M.A., Ph.D.	Director/Curator of Native American Resource Center
A. WARREN LOVE, B.S., M.Ed.	Director of Media Center
DOUG SPERO, B.F.A., M.F.A.	Director of Broadcasting, WNCP TV
GEORGE JOHNSON, A.S.E.E., B.S.,M.A.Ed.	Broadcasting Engineer/Instructor
SANDRA STRATIL, B.A., M.A.	Director of College Opportunity Program
LARRY McCALLUM, B.A., M.A.	Director of TRIO Program
MARCUS COLLINS, B.S.	Counselor for Upward Bound
BRENDA DIAL DEESE, B.S., M.Ed.	Counselor for Student Support Services
KISHA DURANT, B.A.	Instructional Coordinator for Upward Bound
CAROLYN GODWIN, B.S., M.A.Ed.	Tutorial Coordinator for Student Support Services
JONATHAN MAISONPIERRE, B.M., M.M., D.M.A.	Coordinator of Freshman Seminar and Academic Rentention & Advisement
TERI FARR, B.A., M.A.	Director of the Adult Learners Center, Assistant Director of the Office of Retention and Advisement
SYLVIA T. JOHNSON, B.S., M.S.	Director of N.C.Health Careers Access Program
SHEILA BRAYBOY, B.A.	Director of Health Careers Opportunity Program
VONDA GRAHAM, B.S.	HCOP Recruiter/Counselor
DEAN HINNEN, B.A., M.A.	Director of University Writing Center
JOANNE R. ZUKOWSKI, B.S., M.Ed.	Director of the Regional Center for Economic,Community and Professional Development

BRUCE SPECK, B.A., M.A.E., Ph.D.	Dean, College of Arts and Sciences
LINDA E. OXENDINE, B.A., M.Ed., Ph.D.	Chair, American Indian Studies Department
PAUL G. VAN ZANDT, B.F.A., M.F.A	Chair, Art Department
BONNIE A. KELLEY, B.F.A., M.F.A.	Chair, Biology Department
JOSE J. D'ARRUDA, B.S., M.S., Ph.D.	Chair, Chemistry and Physics Department
THOMAS J. LEACH, B.S., M.A., Ph.D.	Chair, English, Theatre and Languages Department
ROBERT W. BROWN, B.A., M.A., Ph.D.	Chair, History Department
GILBERT L. SAMPSON, B.S., M.A., Ph.D.	Chair, Mathematics and Computer Science Department
GEORGE R. WALTER, B.M., M.M., Ph.D.	Chair, Music Department
DANIEL BARBEE, B.A., M.A., Ph.D.	Director, Public Management Program
RAY K. SUTHERLAND, B.A.,M.A.,Ph.D.	Chair, Philosophy and Religion Department
ROBERT O. SCHNEIDER,B.A.,M.A.,Ph.D.	Chair, Political Science and Public Administration Department
ELIZABETH B. DENNY,B.A.,M.A.,Ph.D.	Chair, Psychology and Counseling Department
RICHARD R.E. KANIA, B.A.,M.A.,Ph.D.	Chair, Sociology, Social Work, & Criminal Justice Department
KENNETH E. CLOW, B.A., M.B.A., Ph.D.	Dean, School of Business and Mass Communications Department
WILLIAM H. PHILLIPS,B.A.,M.Ed.,M.S.	Chair, Mass Communications Department
SHARON BELL, B.S., M.B.A., CPA	Director, Masters in Business Administration Program
ZOE W. LOCKLEAR, B.A., M.Ed., Ed.D.	Dean, School of Education
TOMMY THOMPSON, B.S., M.A., D.A.	Chair, Health, Physical Education and Recreation Department
PHILLIP PETERSEN	Director,Aerospace Studies(Air Force ROTC)
JOHNNY TORRE	Director, Military Science (Army ROTC)
IRENE P. AIKEN, B.A., M.A.Ed., Ph.D.	Director, Teaching Fellows Program
WARREN BAKER, B.A., M.A.Ed., Ed.D.	Director, University-School Services
PAMELA CARROLL, B.S., M.A.Ed.	Assistant Director, University-School Services
SUSAN MOODY, B.S., M.A.	Director, Instructional Technology
Wm. BRUCE EZELL, JR., B.S., M.S., Ph.D.	Dean, School of Graduate Studies
VIRGINIA WIRTZ, B.S., M.N., Ed.D.	Director, Nursing Program

OFFICE OF STUDENT AFFAIRS

DIANE O. JONES, B.S., M.S., Ed.D.	Vice Chancellor for Student Affairs
ALEC PRICE, B.A., M.A.	(Interim) Associate Vice Chancellor for Student Affairs
PRESTON SWINEY, B.S., M.A.Ed.	Dean of Students
ABDUL GHAFFAR, B.A., M.S.	Director of Student Activities
JAMES BASS, B.A.	Assistant Director of Student Activities
CYNTHIA OXENDINE, B.S., M.A.Ed.	Director of ChavisUniversity Center
GWEN SIMMONS, B.S., M.Ed., Ed.D.	Director of Counseling and Testing Center
GEORGE GRESSMAN, B.A., M.S.	Assistant Director of Counseling and Testing Center
LISA L. SCHAEFFER, B.S., M.Ed., Ed.D.	Director of Career Services Center
MARY H. WALKER, B.S., M.A.	Director of A.D.A., Assistant Director of Career Services
BRUCE BLACKMON, B.A.	Director of Financial Aid
NANCY STARNES, B.S., M.A.	Assistant Director of Financial Aid
HOLDEN HANSEN, B.A., M.F.A.	Executive Director of Givens Performing Arts Center
DAVID THAGGARD, B.A.	Assistant Director of GPAC
DAVID UNDERWOOD, B.A., M.F.A.	Technical Director, GPAC
RICKY PLANTÉ, B.S., M.A.Ed.	Director of Intramurals
CORA BULLARD, B.S., RN	Director of Student Health Services
CONNIE JONES, M.D.	University Physician
CHERRY M. BEASLEY, B.S.N., M.S.	Family Nurse Practitioner

OFFICE OF BUSINESS AFFAIRS

. NEIL HAWK, B.B.A.	Vice Chancellor for Business Affairs
ILA GRAY, A.S., B.S.A.S.	Controller
ROGER KILLIAN, M.A.	Director of Budgets and Planning
PERRY CUMMINGS, B.S.	Director of Physical Plant
DAVID HELTON, B.S.	Director of Campus Police & Public Safety
KATE LOCKLEAR	Director of Human Resources
EDWARD SCHEMPP, M.A.	Director of Business Services
KAREN SWINEY, B.A.	Bookstore Manager
KURT HOFFMAN, B.S.	Director of Food Services

OFFICE OF ADVANCEMENT

LEN G. BURNETTE, JR., B.A., M.Ed.,Ed.D	Vice Chancellor for Advancement
TERESA CUMMINGS, B.A.	Director of Alumni Relations (Interim)
LYNDA W. PARLETT, B.A., M.S.	Director of Development

FACULTY SENATE

PATRICK CABE, B.S., M.S., Ph.D.	Chair of the Faculty Senate
DEBRA PRESTON, B.A., M.A., Ph.D.	Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

THE FACULTY

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty rank and/or who teach, faculty in phased retirement, and faculty in special adjunct roles. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

IRENE P. AIKEN (1994), *Assistant Professor, School of Education*
B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

TIMOTHY M. ALTMAN (1999), *Instructor, Department of Music*
B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater

VICKI T. ANDERSON, *Adjunct Lecturer of Clinical Laboratory Sciences, Departments of Biology and Chemistry and Physics*
Medical Technology Program Director at McLeod Regional Medical Center
B.S., University of Tampa

LARRY ARNOLD (1990), *Assistant Professor, Department of Music*
B.M., University of Nebraska; M.M.,University of Wisconsin; Ph.D., University of Iowa

ANDREW N. ASH (1989), *Professor, Department of Biology*
B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto

MOHAMMED ASHRAF (1999), *Assistant Professor, School of Business and Mass Communications*
B.S., M.A., Ph.D., Northern Illinois University

THOMAS WARREN BAKER (1992), *Assistant Professor, School of Education*; *Director of School Services*
B.S., University of North Carolina at Pembroke; M.A., Fayetteville State University; M.A.Ed., East Carolina University; Ed.D., Campbell University

DANIEL G. BARBEE (1988), *Professor, Department of Political Science and Public Administration; Director of Master of Science in Public Management Program*
B.S., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee

JAMES J. BARDSLEY (1990), *Associate Professor, School of Business and Mass Communications*
B.S., Virginia Polytechnic Institute; M.B.A., University of Rochester; Ph.D., Syracuse University

NANCY W. BARRINEAU (1989), *Associate Professor, Department of English, Theatre and Languages*
B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Georgia

CHERRY MAYNOR BEASLEY (1992), *Assistant Professor, Nursing Program*
B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill

DONALD E. BEKEN (1989), *Associate Professor, Department of Mathematics and Computer Science*
B.S.E.E., Valparaiso Technical Institute; B.S., Kent State University; A.M., West Virginia University; Ph.D., University of Mississippi

SHARON L. BELL (1989), *Assistant Professor, School of Business and Mass Communications*; *Director, Masters in Business Administration Program*
B.S., University of North Carolina at Pembroke; M.B.A., Campbell University; CPA State of North Carolina

PAUL J. BERGHOFF (1975), *Professor, School of Education*
B.A., M.A., Ph.D., University of Michigan

OLLIE G. BISHOP (1979), *Assistant Professor, School of Business and Mass Communications*
B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Chapel Hill; CPA, State of North Carolina

SUE T. BOWDEN (1990), *Associate Professor, Department of Biology*
B.A., Meredith College; M.A.T., Ph.D., University of North Carolina at Chapel Hill

JOHN R. BOWMAN (1979), *Professor, Department of Sociology, Social Work and Criminal Justice*
B.A., University of Kentucky; M.S., Florida State University; Ph.D., Ohio State University

LILLIAN D. BREWINGTON (1988), *Assistant Librarian, Government Documents/Special Collections Librarian, Library Services*
B.A., University of North Carolina at Pembroke; M.L.S. North Carolina Central University

MONIKA C. B. BROWN (1982), *Professor, Department of English, Theatre and Languages*
B.A., University of Georgia; M.A., Ph.D., Duke University

ROBERT W. BROWN (1979), *Professor and Chair, Department of History*
B.A., University of North Carolina at Chapel Hill; M.A., Marshall University; M.A., Ph.D., Duke University

ROGER GLENN BROWN (2000), *Professor, Provost and Vice Chancellor for Academic Affairs*
B.S., M.A., University of Tennessee; Ph.D., Johns Hopkins University

ELLEN J. BRYAN (1970), *Professor Emeritus, Department of Health, Physical Education and Recreation*
B.S., University of North Carolina at Pembroke; M.A.Ed., East Carolina University; D.A., Middle Tennessee State University

STEPHEN J. BUKOWY (1994), *Assistant Professor, School of Business and Mass Communications*
B.S., Pennsylvania State University; M.F.R, University of Georgia; M.B.A, College of William and Mary; Ph..D., University of Georgia

PATRICK A. CABE (1989), *Professor, Department of Psychology and Counseling*
B.A., M.A., University of Akron; Ph.D., Cornell University

SUELLEN CABE (1987), *Associate Professor, Department of Chemistry and Physics; Director of Institutional Research and Planning*
B.S., University of Akron; M.S., Ph.D., University of North Carolina at Chapel Hill

WILLIAM H. CAMPBELL (1995), *Associate Professor, Department of Mathematics and Computer Science*
B.A., M.A., Ph.D. University of Alabama

MARK CANADA (1997), *Assistant Professor, Department of English, Theatre and Languages*
B.A., Indiana University; M.A., Ph.D., University of North Carolina at Chapel Hill

ROBERT L. CANIDA, II (1995), *Assistant Librarian, Electronic Resources/Access Services Librarian, Library Services*
B.A., Xavier University, M.S.L.S., University of Kentucky

SUSAN M. CANNATA (1999), *Temporary Lecturer, Department of English, Theatre and Languages*
B.L.S., M.A., Boston University; Ph.D., University of New Mexico

LEONARD CASCIOTTI (1992), *Associate Professor, Department of Mathematics and Computer Science*
B.S., Pennsylvania State University; M.A., University of Pennsylvania; Ph.D., University of Delaware

KELLY ANN CHARLTON (2000), *Assistant Professor, Department of Psychology and Counseling*
B.A., M.A., California State University; Ph.D., University of Missouri-Columbia

TERRY MARTIN CHAMBERS (2000), *Associate Professor, School of Business and Mass Communications*
B.S.B.A., M.B.A., Appalachian State University; Ph.D., Virginia Polytechnic & State University

KENNETH E. CLOW (1998), *Associate Professor and Dean, School of Business and Mass Communications*
B.A., Andrews University; M.B.A., Ph.D., University of Arkansas

RHODA P. COLLINS (1967), *Professor, School of Education*
B.A., M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

MANUEL ARTHUR CONLEY (1995), *Senior Lecturer, Department of History*
B.G.S., University of Nebraska; B.A., University of North Carolina at Pembroke; M.A., Boston University; D.A., Middle Tennessee State University

WESTON F. COOK, JR. (1994), *Associate Professor, Department of History*
B.A., University of New Hampshire; M.A., University of Wisconsin, Madison; Ph.D., Georgetown University

SANDRA CROSS (1993), *Associate Professor, Department of Health, Physical Education and Recreation; Director of Community Health Education*
Ed.D., University of Virginia; M.Ed., University of North Carolina at Greensboro; B.S., Livingston University

JOSE J. D'ARRUDA (1974), *Professor and Chair, Department of Chemistry and Physics*
B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware

DANNY ROSS DAVIS (1986), *Associate Professor, Department of Health, Physical Education and Recreation*
B.S., Union University; M.A., Western Kentucky University; D.A., Middle Tennessee State University

BRUCE J. DEHART (1989), *Associate Professor, Department of History*
B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Chapel Hill

ELIZABETH DENNY (1994), *Associate Professor and Chair, Department of Psychology and Counseling*
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

WANDA JANE DICKSON (1990), *Associate Professor, School of Education*
B.S., Indiana University of Pennsylvania; M.Ed., Duquesne University; Ph.D., University of Pittsburgh

THOMAS A. DOOLING (1996), *Assistant Professor, Department of Chemistry and Physics*
B.S., M.S., Ph.D., Old Dominion University

DENNIS EDGELL (1996), *Assistant Professor, Department of Chemistry and Physics*
B.S., M.A., Ph.D., Kent State University

SUSAN C. EDKINS (1991), *Lecturer, Department of Health, Physical Education and Recreation; Head Athletic Trainer; Assistant Director of Athletics; NCAA Compliance Officer*
B.A., University of North Carolina at Chapel Hill; M.S., University of Oregon

SHERRY EDWARDS (1998), *Assistant Professor, Department of Sociology, Social Work and Criminal Justice*
B.S.W., Arkansas State University; M.S.W., Florida State University; Ph.D., University of South Carolina

DAVID K. ELIADES (1967), *Professor, Department of History*
A.B., University of North Carolina at Chapel Hill; M.A., East Carolina University; Ph.D., University of South Carolina

W^m. BRUCE EZELL, JR. (1999): *Professor and Dean of Graduate Studies*
B.S., Lander College; M.S., Ph.D., Clemson University

CAMMIE FLEURY (1999), *Lecturer, School of Business and Mass Communications*
B.S., M.B.A., University of North Carolina at Pembroke

GEORGE FENSTERMACHER (1999), *Assistant Professor, Department of Health, Physical Education and Recreation; Director of Recreation*
B.A., San Diego State College; M.S., California State University at Sacramento; Ph.D., University of Utah

PAUL ANTHONY FLOWERS (1989), *Professor, Department of Chemistry and Physics*
B.S., St. Andrews Presbyterian College; Ph.D., University of Tennessee

ELINOR FOLGER FOSTER (1999), *Senior Librarian and Director, Library Services*
B.A., Wake Forest University; M.L.S., Ed. D. University of North Carolina at Greensboro

LINDA-CRISTINA FRANCESCON (1994), *Assistant Professor, Department of English, Theatre and Languages*
B.A., M.A., M.A., Indiana University; D.M.L., Middlebury College

JAMES R. FREDERICK (1988), *Assistant Professor, School of Business and Mass Communications*
B.A., University of Michigan; M.A., Ph.D., Wayne State University

DAVID O. FRICKE (2000), *Assistant Professor, School of Business and Mass Communications*
B.A., University of Missouri; M.B.A., Wharton School - University of Pennsylvania; Ph.D., The University of Connecticut

WILLIAM H. GASH, JR. (1992), *Lecturer and Assistant Vice Chancellor for Academic Affairs*
B.S., University of North Carolina at Asheville; B.M.Ed., Maryville College; M.M.Ed., Florida State University; M.B.A., Western Carolina University; Ph.D., The University of South Carolina

JEFFERY L. GELLER (1983), *Professor, Department of Philosophy and Religion*
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*ELMA L. RANSOM (1958), *Professor Emeritus, Department of Music*
B.S., M.A., Ohio State University

*ROBERT L. ROMINE, *Professor Emeritus, Department of Music*
B.S., M.A., Northeast Missouri State University, Ph.D., University of Iowa

RAYMOND J. RUNDUS, *Department of English, Theatre and Languages*
B.A., College of Emporia; M.A., Wayne State University; Ph.D., University of Nebraska

*JANIE B. SILVER (1960), *Professor Emeritus, School of Education*
B.S., M.B.A., University of Georgia; Ed.D., University of Mississippi

MICHAEL LINWOOD STRATIL (1979), *Department of Psychology and Counseling*
B.A., M.A., Ph.D., University of Florida

P. ALBERT STUDDARD (1970), *Department of Philosophy and Religion*
B.A., Mercer University; B.D., New Orleans Baptist Seminary; M.A., University of Louisville; Ph.D., Southern Baptist Theological Seminary

*CLIFFORD W. TREMBLAY (1983), *Professor Emeritus, Department of Mathematics and Computer Science*
A.B., George Washington University; M.A., Montclair State University; Ph.D., University of Illinois

JOHN WALLINGFORD (1970),*Professor, Department of Chemistry and Physics*
B.Phys, M.Ed., University of Minnesota; M.S., Ph.D., Florida State University

ANN REAVES FENNEGAN WELLS, *Department of English, Theatre and Languages*
B.A., Coker College; M.A., East Carolina University

APPENDIX B

SCHOLARSHIPS AND AWARDS

SCHOLARSHIPS

Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships are available, some with specific restrictions. Students are encouraged to contact the Office of Financial Aid for application information on any of the following scholarships.

GENERAL SCHOLARSHIPS

*Indicates Endowed Scholarship

African American Alumni Endowed Scholarship*

Established by the African-American Alumni Committee of UNCP, this scholarship is presented to a student who meets all academic requirements of the University. In addition the recipient will serve as a liaison between his/her peers and the African-American Alumni Committee. Preference is given to the child of an African American Alumnus. The recipient will be provided a mentor by the African-American Alumni Committee in addition to the scholarship. The recipient must be in financial need. This scholarship is not renewable.

Alumni Loyalty Fund Endowed Scholarship*

The UNCP Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen who are the children of UNCP alumni. The scholarships are based upon academic ability, demonstrated leadership and a personal interview. Preference is given to those who are in need of financial assistance. Preference is also given to those who plan to obtain a degree at the University.

Elsmer Ray and Edith V. Barnes Endowed Scholarship

Mr. and Mrs. Barnes generously provide this scholarship for the purpose of assisting aspiring students who demonstrate outstanding leadership potential. Based upon high school involvement and academic record, this scholarship is renewable for four years of continuous study. In order to maintain the scholarship, the recipient must be a full-time student and have a 3.0 QPA.

BellSouth Telecommunications, Inc. Scholarship

Sponsored by BellSouth, an organization committed to serving the educational needs of the communities it serves, this scholarship is awarded annually to students who demonstrate and maintain high academic standards. Students will be selected who also have a documented need for financial assistance.

Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of UNC Pembroke, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to graduating seniors from Purnell Swett High School who will be entering UNC Pembroke. The students must have an overall B

average in their senior year plus a strong recommendation from the guidance counselor and principal. The recipient will demonstrate financial need.

Charles I and Betty F. Bridger Endowed Scholarship*

The Charles I and Betty F. Bridger Endowed Scholarship was established to provide the opportunity to attend UNCP to an individual from Bladenboro and/or Bladen County. The donors believe that education is essential and has an everlasting impact on the future.

The recipient must meet University academic standards and be in financial need. First preference is given to a freshman. The award is then renewable.

Jimmy Carroll Memorial Scholarship Fund*

This scholarship was lovingly established by parents and friends to honor the memory of Jimmy Carroll, a Lumberton High School athlete and life-long resident of Robeson County. Jimmy exhibited a tremendous passion and zeal for athletics in conjunction with outstanding academic excellence.

This scholarship shall be awarded to an undergraduate student athlete who is eligible under NCAA academic requirements. Preference is given to a Lumberton High School graduate or, if none is available, a resident of Robeson County.

Sam Cernugel Endowed Memorial Scholarship*

The scholarship was established to honor the memory of Sam Cernugel of Fairmont. Mr. Cernugel spent much time working to improve the quality of life for others in and around his home in Robeson County.

The recipient of the scholarship shall be a full time undergraduate in financial need who meets all academic requirements of the University. First priority will be given to a student who is a member, or the child of a member, of the First Baptist Church, South Main Street, Fairmont. Failing a qualified candidate, the recipient will be a resident of Robeson County. The award is renewable.

Converse, Inc. Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, NC, this scholarship is awarded annually to Robeson County Residents who consistently maintain an average of 3.0 or above. Open to all races and academic majors, the scholarship may be renewed as long as recipients make satisfactory progress toward completion of their degrees. First preference will be given to qualified students who are sons or daughters of Converse employees. Financial need will not necessarily be a factor in the selection process.

Corporate Scholars Fund*

Initially endowed by an anonymous donor with matching funds for corporate contributions, these scholarships are awarded annually to students from Columbus, Hoke, Cumberland, Robeson, Moore, Bladen, and Scotland Counties. Recipients must meet all academic qualifications of the University and demonstrate financial need. The scholarship award is renewable provided satisfactory performance is maintained. The award is available for no more than five years of study for an individual recipient.

Crestline Homes, Inc. Scholarship Fund

Crestline Homes, Inc. has established this scholarship to benefit the children of its employees, allowing them to further their education. The recipients shall be full-time undergraduate students maintaining at least minimum University standards of academic achievement. The award is available to students of any year of study and is renewable. The scholarship award provides funding toward tuition and fees plus an allowance for books.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship*

The scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High School students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High. He was respected and loved by students and faculty. "C.G.'s" warm personality, caring attitude, and his involvement in church, school and community programs made a lasting impression on students, family and his many friends in the community. The scholarship is also in memory of "C.G.'s" friend Ray Ransom.

The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements.

Dr. A.P. and Frances Dickson Scholarships

A Dickson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, NC. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Eagle Distributing Company Scholarship*

Sponsored by Eagle Distributing Company, Lumberton, NC, this scholarship is awarded annually to a student who resides in Robeson County. The recipient shall be an average student (2.5 QPA) and be the child of blue collar working parents The recipient must be in need of financial assistance and be a conscientious, hardworking individual who fosters a spirit of community and civic responsibility. Open to any major, the scholarship may be renewed as long as the recipient make satisfactory progress toward the completion of his/her degree.

Paul R. And Lee Givens Endowed Scholarship*

Established by Paul and Lee Givens, this scholarship is awarded annually to an academically gifted student. The scholarship may be renewed as long as the recipient maintains a 3.0 QPA or better. The decision regarding renewal will be made annually.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor of UNC Pembroke from 1979-1989.

Mary Ann Hubbard Endowed Scholarship*

This scholarship is given by James and Ellen Hubbard in memory of their daughter, Mary Ann Hubbard, who met a tragic death during her senior year in college. It is given in appreciation for her African-American roommate who meant so much to her during her illness. The scholarship is awarded annually to an educationally challenged student. The recipient must meet current academic requirements and be in financial need. It is renewable. This scholarship is designed to encourage academic perseverence.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. Preference will be given to students from Richmond County and especially Richmond Community College, where Mr. Jenkins served for many years as a charter member of the Board of Trustees. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

Margaret S. Jones Endowed Scholarship*

The fund was established by friends of UNC Pembroke in honor of Mrs. Margaret S. Jones, wife of former Chancellor Dr. English E. Jones, to aid students in obtaining their educational goals.

Sarah and Louise C. LaMotte, Sr. Endowed Scholarship

The scholarship was established in memory of Sarah Hunter LaMotte and Louise C. LaMotte, Sr., who lived in Maxton for more than 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They were especially pleased to have been of help to promising students who needed financial assistance to attend UNCP. The recipient of the scholarship must be a full-time student enrolled with the intention of earning a BS or BA degree. The recipient must be a resident of Maxton, NC. The award is based on demonstrated financial need, good citizenship and responsibility. Although not limited in area of study, some preference will be given those aspiring to be teachers.

Lance Foundation Endowed Scholarship*

The Lance Foundation Endowed Scholarship fund was established in support of disadvantaged students attending UNC Pembroke. This scholarship is open to students from the Charlotte/Mecklenburg County area. It is based on academic aptitude, as indicated by a sound academic record, and upon demonstrated financial need.

John Winston and Addie Mae Locklear Memorial Endowed Scholarship*

The scholarship was established in memory of John Winston and Addie Mae Locklear, parents who believed in the value of education. It is available to students in any major field of study with a 3.0 QPA or better. The recipient must be a North Carolina resident and a full time student. The award is renewable annually.

James Lee Love Scholarship*

The Love Scholarship is awarded annually to a full-time NC resident undergraduate student. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Reba M. Lowry Endowed Scholarship*

This scholarship was established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served UNC Pembroke for many years as Dean of Women and Chairman of the Department of Foreign Languages. Monies are awarded annually to a student based on scholarship and need.

Zeb Lowry Endowed Scholarship Fund*

This scholarship was established by Dennis Lowry in 1999 in memory of his father Zeb Lowry. The recipient of the scholarship shall be a full-time student. The recipient must maintain at least a 2.5 QPA to receive and renew the award. The scholarship is based on financial need.

Dr. Gerald Dean Maynor Endowed Memorial Scholarship*

This scholarship was established by the family of Dr. Gerald Dean Maynor, former Chair of the Education Department of UNCP, in honor of his belief in the importance of education and his desire to help others succeed. The recipient of the $500 scholarship will be a resident of Robeson County and a graduate of Purnell Swett High School. The recipient will be a full time undergraduate student with a minimum 3.0 QPA. The award is renewable.

Maria Frances Johnson McCrimmon Memorial Endowed Scholarship*

The scholarship was established in loving memory and honor of Maria Frances Johnson McCrimmon by her husband Mr. John H. McCrimmon. Mrs. McCrimmon, a wife and mother of two sons, found inspiration at UNCP upon returning to complete her degree in education in 1964. She went on to become a successful public school teacher. Recipient(s) of the scholarship shall be from Bladen County. The award is available to students of any year of study and is renewable.

Zula Lee and Thomas C. McRae Endowed Memorial Scholarship*

This scholarship was bequeathed to UNC Pembroke by Mr. McRae in memory of himself and his wife, Zula Lee McRae. The scholarship is awarded annually to an economically disadvantaged African-American student, with priority given to a resident of Robeson County.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from UNC Pembroke in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, and integrity. Recipients must receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as h/she remains in good standing at the University. Decisions for renewal will be made annually.

Louise & Millie Oxendine Endowed Scholarship*

The scholarship was established by Louis S. Oxendine because of his belief in the importance of education and the desire to assist a student at UNCP. The recipient must be a resident of North Carolina and an undergraduate. Award will be to a student with a 3.0 QPA and who is in financial need. First preference is given to a freshman. The award is renewable as long as the student maintains an academic average of 2.5 QPA after the junior year.

Julian T. Pierce Endowed Memorial Scholarship*

The scholarship was established by the trustees of the Julian T. Pierce Memorial Fund, for the purpose of creating a living memorial in honor of Julian T. Pierce. Mr. Pierce, a Lumbee Indian, was a humanitarian with great courage and foresight who demonstrated his concern for the poor and the underprivileged in Robeson County, NC.

The scholarship is to be awarded annually to a resident(s) of Robeson County, who is/are in financial need, and has/have demonstrated scholastic and leadership abilities. The scholarship provides the recipient with full tuition for an academic year. It will normally be renewed each academic year providing the recipient(s) is/are maintaining a 3.0 QPA or better.

William A. Roach/Lumberton Rotary Club Scholarship*

The award was established in honor of William A. Roach, a charter member of the Lumberton Rotary Club. It is awarded annually to a resident of Robeson County who is in financial need, has demonstrated scholastic and leadership abilities, and is deserving.

Rust Enterprises, Inc. DBA McDonald's Scholarship*

The Rust Enterprises, Inc. DBA McDonald's Scholarships are provided for full or part-time students who are employees of Rust Enterprises, Inc. DBA (Doing Business As) McDonald's. It is anticipated that these scholarships will reward deserving regional youth, instilling in them a strong work ethic, as well as a commitment to further their education and career goals. Recipients must receive a B average rating on performance appraisals. Recipients must also maintain a 2.25 QPA or better. Financial need is not a consideration. Scholarship renewals will be considered if the recipients make satisfactory progress in their programs. Up to ten scholarships will be awarded.

Oscar R. Sampson Endowed Scholarship*

Established by family and friends of Oscar R. And Susie J. Sampson, this award is to be presented annually to a Native American student who has met all admission requirements to enroll, or is currently enrolled at UNC Pembroke. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year.

R.E. Smith, Jr., and Cora T.Y. Smith Scholarship*

The scholarship has been designated for an academically talented Native American student demonstrating financial need. Funded by the S.C. Dames of the XVII Century, this scholarship was established in honor of R.E Smith, Jr., and Cora T.Y. Smith. Mrs. Smith was a former member of many genealogical societies. She was well loved and respected by all who knew her.

C.M. and M.D. Suther Scholarship*

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina full time resident undergraduate student on the basis of academic standing and financial need. Allocated annually through the NC State Education Assistance Authority, awards are non-renewable and vary in amount according to income available from the trust.

Earl A. And Ophelia Thomas Endowed Scholarship*

Earl A. Thomas graduated from Pembroke Indian Normal School (the ancestor of today's UNCP) in 1934 while his wife Ophelia Thomas graduated in 1933. Named in their honor, this scholarship is awarded annually to two academically talented Native Americans, first preference to one male and one female, who demonstrate a need for financial assistance. Recipients must maintain a minimum 3.0 QPA and is renewable.

WestPoint Stevens/Alamac Knit Fabrics Scholarship*

The scholarship is awarded to a student from Southeastern North Carolina who demonstrates above average academic ability and is in need of financial aid to be able to continue his/her undergraduate education.

DEPARTMENTAL AND SPECIAL PROGRAMS

*Indicates Endowed Scholarship

ATHLETIC SCHOLARSHIPS:

The Braves Club Endowed Athletic Scholarship*

The scholarship, created by the members and friends of The Braves Club, is designed to reward academic achievement of UNC Pembroke athletes. This award is given annually to one male and one female athlete for their senior year. The recipient will have completed at least two years of study at UNC Pembroke. It is provided to those students with the highest QPA with a minimum of 3.0.

Mac & Sylvia Campbell Scholarship Fund*

This scholarship was established by the Campbell's to recognize a member of the men's basketball team at The University of North Carolina at Pembroke who has demonstrated talent, commitment, and integrity to the team. The recipient shall be a full-time student athlete. The scholarship will be available to a member of the mens basketball team who demonstrates talent, commitment, and integrity. Award shall not be based upon financial need and is renewable.

Sammy Cox Baseball Endowed Scholarship*

The Sammy Cox Baseball Endowed Scholarship is provided annually to a qualified member of the UNCP Baseball Team. The student will meet University academic standards. The award is renewable on an annual basis.

Dr. Ed Crain Track & Field/Cross-Country Scholarship*

The scholarship was established by the friends, colleagues and former students of Coach Crain to honor his tremendous accomplishments and contributions to UNCP Track and Field. The

recipient(s) shall be full-time student athletes who are eligible under NCAA academic requirements. The scholarship will be available to any member of the Track or Cross-Country Teams at UNCP. Award shall not be based upon financial need and is renewable.

Lacey E. Gane Athletic Scholarship (NOT YET FULLY ENDOWED)

The scholarship was established by the friends of Lacey E. Gane in honor of his many contributions to the overall success of the UNCP Athletic Program as golf coach, basketball coach and athletic director.

The scholarship will be awarded to full-time student athletes who are eligible under NCAA academic requirements. The scholarship will alternate each year between golf and basketball. It is available to students of any year of study.

Willie R. Harris, Sr. Endowed Golf Scholarship*

The scholarship has been established in memory of Willie R. Harris, Sr., a good friend of UNC Pembroke, an ardent golfer and former manager of Riverside Golf Course, Pembroke, N.C. The founders of the scholarship were friends and relatives of Mr. Harris.

The scholarship is to be awarded annually to a qualified member of the UNC Pembroke Golf Team. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship*

The scholarship is endowed by the fellow students, teammates, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination.

UNCP Alumni Soccer Endowed Scholarship*

The UNCP Alumni Soccer Endowed scholarship was established to enable alumni, parents and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship was established by his family in honor of the many years of service of "Mr. Ned" (class of 1953and Hall of Fame member) to Magnolia School as well as his contributions to the University. The scholarship is designed to assist deserving young athletes who might not otherwise realize the dream of a university degree. The scholarship is awarded annually to a basketball player, with priority given to a Robeson County resident.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

This scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentoring of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education field earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

HONORS COLLEGE (FORMERLY CHANCELLOR'S SCHOLARS PROGRAM)

Students qualifying for Honors College scholarships receive full tuition and fees at the in-state rate for all four years of study. Honors College students are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor.

The following privately funded scholarships are offered under the Honors College.

Marion F. Bass Endowed Scholarship*

The scholarship was established by Mr. Marion F. Bass, an alumnus of UNC Pembroke and President of Marion Bass Securities Corporation of Charlotte, NC and New York. The scholarship is to be awarded annually to an academically gifted student accepted into the Honors College. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Carolina Power & Light Company Endowed Scholarship*

Established by Carolina Power & Light Company in 1991, the scholarship is awarded annually to an academically gifted, yet economically disadvantaged student in the Honors College. The scholarship may be renewed as long as the recipient maintains a 3.0 average and meets the requirements of the program.

Chancellor's Endowed Scholarship*

The scholarship is awarded annually to an Honors College student and it may be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

First Union National Bank Honors Endowed Scholarship*

The scholarship was established by First Union Bank National Bank of North Carolina to support the purpose of the Honors College at UNC Pembroke. It will be awarded annually to an Honors Scholar and is renewable.

Harry Hutchison Gibson Endowed Scholarship*

The scholarship is to be awarded annually to an student in the Honors College. It may be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Gibson-Maclean Endowed Scholarship*

The Gibson-Maclean Honors Program Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student accepted into the Honors College. The award may be renewed by the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

Joseph B. Oxendine Endowed Scholarship Fund*

This scholarship was established by Joseph B. Oxendine along with numerous friends and colleagues. The donor believes in the importance of education. The scholarship shall be awarded annually to an academically gifted student accepted into the Honors College. The decision regarding renewal shall be made annually.

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Endowed Scholarship*

The scholarship was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in or with academic concentration in American Indian Studies.

Adolph L. Dial Endowed Scholarship*

The scholarship was established by Dr. Adolph Dial, the first chairman of the American Indian Studies Department at UNC Pembroke. The award is made annually to a student majoring or with a concentration in American Indian Studies.

Jane C. Oxendine Endowed Scholarship *

The scholarship was established by the Pembroke Chapter of the UNCP Alumni Association in recognition of Mrs. Oxendine's dedication to the preservation of the American Indian culture. The recipient must have a major or minor in American Indian Studies. The recipient shall be enrolled in good standing at the University and be in need of financial assistance. The recipient must be actively involved in cultural activities on and off campus.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art*

This scholarship was established by friends of Gene Locklear, a Pembroke native, former professional baseball player and renowned artist. Mr. Locklear's paintings, primarily depicting Native Americans, have owners worldwide and include the governor of North Carolina and baseball legend Pete Rose. One painting was even selected to hang in the White House.

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and/or need.

Magenta J. Maynor Endowed Memorial Scholarship*

This scholarship was established in 2000 by the family of Mrs. Maynor to honor her memory. Mrs. Maynor was a member of the UNCP class of 1949 who loved sharing the joy, beauty and enrichment of art with her students. Two scholarships will be awarded annually- half in fall and half in spring- to residents of North Carolina with a major in art. Recipients must maintain a minimum 2.5 QPA and be full time students. Award can be made in any year of study and is renewable.

DEPARTMENT OF BIOLOGY

Dr. Robert F. Britt Endowed Memorial Scholarship *

The Dr. Robert F. Britt Endowed Memorial scholarship was established by family, students, and friends to honor the memory of long-time faculty member and Biology Department Chairman, Dr. Robert F. Britt. The scholarship is awarded annually to a Biology major who has shown interest in the Plant Sciences.

James B. Ebert Scholarship

The scholarship is awarded annually to a student majoring in Biology at UNCP Pembroke who will specialize in the study of Ecology. The criteria for selection are a 3.0 QPA and motivation and ecological commitment. Financial need is not a consideration. The award is renewable.

James B. Ebert, Professor Emeritus in Biology, has served the University since 1956 as Dean of Student Affairs and Assistant to the President during the 1960s and Associate Professor of Biology.

DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

"Believe It, Achieve It" Scholarship

Established by the UNCP Students in Free Enterprise club, this scholarship is designed to assist aspiring students who demonstrate outstanding leadership potential so that they might reap the many benefits of a college education. Emphasis will be placed on student involvement within the University community.

The recipient of this scholarship shall be a full time student in the School of Business. The recipient must maintain at least a 3.0 QPA in their major of Business or Accounting. Financial need is not a consideration.

Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration *

Established by the Doctor Conley in 1992, the scholarship is awarded annually to a Robeson County resident majoring in Business Administration. Although no restrictions apply regarding race, gender, or class (freshman-senior), the recipient must maintain a "B" or better QPA to receive and maintain the award. Financial need is a consideration, but not a criteria in determining the award.

Dr. Naomi Lee Conley, a graduate of UNC Pembroke, served during the 1960s as Dean of Women, an assistant professor in the Department of Business, and an associate professor in the Department of Education at the University.

Independent Insurance Agents of North Carolina, Inc. Endowed Scholarship in Business*

The scholarship was established to provide financial support to sophomore, junior and senior students with a declared major in Business. The recipients must meet all academic requirements of the University. The award amount will be $1,000 paid half in the Fall and Spring.

E. Ray and Edith V. Barnes Endowed Scholarship Fund

The scholarship was established in memory of E. Ray and Edith V. Barnes. The recipient shall be a full-time student. The recipient must have at least a 3.0 high school GPA and maintain at least a 3.0 grade point average while in college to receive and maintain the award. This scholarship is renewable each year. Preference will be given to students from Robeson and Columbus Counties. Financial need will be taken into consideration.

Mazda Foundation Scholars*

The Mazda Foundation(USA), Inc. scholarship was established in 2000. The recipient should demonstrate academic excellence, leadership potential and the desire to succeed. Academic excellence can be demonstrated with a minimum 3.5 high school GPA. The scholarship may be renewed each year as long as the recipient maintains a 3.0 grade point average and meets the requirements of the School of Business.

DEPARTMENT OF CHEMISTRY AND PHYSICS

Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry*

Established by The Doctors Conley in 1992, the scholarship is awarded annually to a Robeson County resident majoring in Chemistry. Although no restrictions apply regarding race, gender, or class standing, the recipient must maintain a "B" or better QPA to receive and maintain the award. Financial need is a consideration, but not a criterion in determining the award.

Dr. Cecil Conley served as division chairman of the Department of Math and Science at UNC Pembroke from 1963-1967.

James A. Comstock Memorial Scholarship*

The scholarship is awarded annually to students majoring in the field of Pre-Engineering. Recipients must possess exceptional grades across the curriculum. Students must maintain a 3.2 QPA in all courses.

William Robert George, Sr Endowed Memorial Scholarship*

The scholarship was established by A. Fred George in loving memory of his father, William Robert George. Mr. George was a Chemical engineer whose commitment to excellence both professionally and personally was a positive example to everyone who knew him. His support and encouragement were the key factors behind his three son's success in the business world today. The recipient shall be a full-time undergraduate student majoring in chemistry. The recipient must be in financial need and maintain a minimum 3.0 GPA. The scholarship is renewable.

Glaxo Welcome, Inc. Women in Scholars Endowed Scholarship*

The purpose of the Glaxo Welcome, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a female scientist mentor at Glaxo Welcome, Inc. Students must have a GPA of 3.0 or better. Students QPA must remain 3.0 or better to be eligible to renew the award.

Linda D. Oxendine Memorial Endowed Scholarship*

The scholarship was established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a long time UNC Pembroke employee with the Physical Science Department. It is awarded annually to an outstanding student majoring in Physical Science.

DEPARTMENT OF COMMUNICATIVE ARTS

Grace Loving Gibson Endowed Scholarship*

The scholarship was established by students and friends of Grace E. L. Gibson, a beloved professor of composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of UNC Pembroke. It is awarded annually to a talented student writer majoring in communicative arts who has demonstrated creativity and ability in communication.

Sue Betty Locklear Endowed Memorial Scholarship*

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance, and who has declared a major in either the Department of Communicative Arts or Department of History.

DEPARTMENT OF EDUCATION

John J. Brooks Endowed Memorial Teacher Scholarship*

The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many years. Recipients need to, by virtue of birth, affiliation, or experience, be genuinely committed to encouraging the study, understanding and preservation of Native American history, tradition and culture.

Scholarships are awarded to students who are high school graduates of the public schools of Robeson County, NC. Recipients must show academic promise and have a demonstrated need for financial assistance. Applications must include an essay of no more than 250 words, written by the applicant, on the subject, "Why the Study of Native American History is Important for Students of Today." Recipients must obligate themselves to teach for one year in the public schools of Robeson County for each year that an award is received. The scholarship is renewable for up to four academic years. To be eligible for renewal for up to four academic years, recipients must reapply each year, the recipient must make satisfactory progress towards teacher certification and must have satisfactorily completed an extracurricular program of reading , writing , speaking and participation in specified activities as prescribed by the Chairman of the American Indian Studies Department.

Dial-Chavis SNCAE Endowed Scholarship*

The scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis, who served the NEA in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related

academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.

Wendy Lee Klenoitz Memorial Scholarship

The scholarship was established in memory of UNCP student Wendy Lee Klenoitz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 grade point average to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.

Anderson N. Locklear Endowed Memorial Scholarship*

Established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the Indian Normal School (later to become UNC Pembroke), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the UNC Pembroke campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing.

Pearlie Locklear Endowed Memorial Scholarship*

Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship*

This scholarship was established by Mary M. Moorehead to honor the memory of her parents who live in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools. Mrs. Moore was a homemaker. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. The recipient must maintain at least a "B" grade point average to receive and maintain the award. Financial need may also be a consideration. The award is renewable.

Josephine B. Lucente Scholarship*

This scholarship was established by Mrs. Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teacher, with the purpose of insuring that aspiring teachers have the opportunity to reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. And Frances Butler Endowed Scholarship in Physical Education*

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable as long as the recipient maintains the highest QPA.

Kenneth P. Johnson Endowed Scholarship in Physical Education*

The Kenneth P. Johnson Endowed scholarship, named in honor of the revered UNCP Physical Education professor and coach, is awarded annually to a UNC Pembroke student majoring in Health, Physical Education, and Recreation.

DEPARTMENT OF HISTORY

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin entered and served her country in the United States Army.

The recipient will be a junior and/or senior who maintains a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement. And be in need of financial assistance.

John Green Memorial Endowed Scholarship*

This scholarship was established in 1984 and endowed by generous contributions from *The Robesonian,* family members, and friends of the late John Green (class of 84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

Sue Betty Locklear Endowed Memorial Scholarship*

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance, and who has declared a major in either the Department of Communicative Arts of the Department of History.

James C. Maynor Endowed Scholarship*

Established by his daughter in 2000, the James C. Maynor Scholarship honors this member of the UNCP class of 1950 and generous benefactor. The recipients will be residents of North Carolina with a major in history. Recipients must maintain a minimum 2.5 QPA and be full time undergraduate students. The award will be made half in the fall and half in the spring, can be made to students in any year of study and is renewable.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established by family, colleagues, students and admirers to honor the late Dr. Clifton Oxendine who served UNC Pembroke from 1939 to 1970, first as Dean of the college and then as Professor Emeritus of American History. This scholarship is awarded annually to a disadvantaged student majoring in American History with first preference to a Native American from Robeson or surrounding counties.

Max M. Weinstein Memorial Scholarship*

The scholarship is awarded annually to a history major. The recipient is selected on the basis of scholarship.

DEPARTMENT OF MASS COMMUNICATIONS

Broadcasting Scholarship*

The scholarship is provided for students in the broadcasting program who are actively involved with WNCP-TV.

Capitol Broadcasting Company, Inc. (WRAL) Broadcasting Scholarship*

The scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

John Green Memorial Endowed Scholarship*

The scholarship was established in 1984 and endowed by generous contributions from *The Robesonian,* family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

Time-Warner Cable Broadcasting Scholarship*

The scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintaining an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

Gene Warren Endowed Scholarship*

The scholarship is awarded annually to a student majoring or intending to pursue a career in journalism or public relations. It is based on academic performance. The award is renewable.

WBTW-TV 13 Broadcasting Scholarship*

The scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Claude W. Berry Memorial Scholarship*

The scholarship was established by family, friends, and students to honor the memory of Claude W. Berry, Jr., a renowned Robeson County educator. Claude Berry served Robeson County as a seventh grade math teacher, Director of Exceptional Children in the Red Springs City School System and later as Director of Program Services for the Public Schools of Robeson County. He also served as a part-time faculty member of UNCP in the Department of Mathematics and Computer Science.

The recipient of this annual award shall be a Robeson County graduate with the declared major in mathematics and/or computer science. The recipient will be chosen regardless of race, gender or financial need. The recipient must maintain a 3.0 QPA or better. The award is renewable.

DEPARTMENT OF MUSIC

Doris B. Johnson Endowed Scholarship in Music*

The Doris B. Johnson Endowed scholarship was established by her husband, Dr. Kenneth Johnson, in her memory. The scholarship is awarded annually to a music major who is active in the Music Educators National Conference.

Singer-Swinger Scholarship*

This fund was established by the Singers and Swingers to provide financial assistance to students who are enrolled in one or more of the music performing groups on the UNC Pembroke campus. The scholarships are awarded on the basis of financial need, talent, and the needs of the University.

Harold C. Slagle Scholarship*

This scholarship is awarded to a deserving student on the basis of musical talent and academic ability. Funds for this award are donated by the members of the Eta Beta Chapter of Phi Mu Alpha Sinfonia, a national music fraternity.

DEPARTMENT OF NURSING

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial in honor of Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awards are renewable.

Campbell Soup Company Student Nursing Scholarship Program*

The Campbell Soup Company Student Nursing Endowed Scholarship was established in 1994 to be used for nursing scholarships for disadvantaged students enrolled in the RN BSN program.

Mary McKenzie Edwards Endowed Scholarship*

A scholarship established by her daughter in loving memory, Mary McKenzie Edwards struggled to earn her degree in nursing in the 1930's. This scholarship is designed to assist students enrolled in the University Nursing Program who are in financial need. Recipients must be residents of Robeson County and, with first preference for award to members and descendants of the Lumbee and Tuscarora tribes, the scholarship awards are available to all nursing students. Recipients must be in good academic standing.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Marshall W. Locklear Endowed Memorial Scholarship*

The Marshall W. Locklear Endowed Memorial Scholarship was established in 1990 by family friends. It is awarded annually to a student from Robeson County who is working toward a degree in Religion. The recipient should be a candidate for the Ministry, or plan to go into some phase of full-time religious service. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

Ruth Martin Endowed Memorial Scholarship*

This scholarship was established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss Ruth Martin, Associate Professor Of Religion (1953-1985), for her many years of service to the University and the community. The award is given annually to a student at UNCP who is a Religion major preparing for full-time religious service.

DEPARTMENT OF POLITICAL SCIENCE

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin entered and served her country in the United States Army.

The recipient will be a junior and/or senior who maintains a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement. And be in need of financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship in Political Science*

The scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at UNC Pembroke from 1975-1981. Recipients of the scholarship are selected on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY

Jetter Bernard Locklear Memorial Endowed Scholarship*

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear, the scholarship is awarded annually to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Maurice Bodenstein-Holocaust Memorial Endowed Scholarship in Social Work*

This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect.

This scholarship is given annually to a social work major for the purchase of textbooks.

Margaret Kennerdell George Endowed Memorial Scholarship*

This scholarship is sponsored by Mr. A. Fred George in loving memory of his mother, Margaret Kennerdell George. Mrs. George, as a social worker, gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. The scholarship is awarded annually to a student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes satisfactory progress in the program.

Jetter Bernard Locklear Memorial Endowed Scholarship*

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded annually to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Dr. Von S. Locklear Memorial Scholarship in Social Work*

The Dr. Von S. Locklear Memorial Scholarship is awarded to a sophomore or junior Social Work major to be used for a year of study. Preference will be given to:(a) persons who demonstrate an appreciation for the Lumbee culture and tradition; (b) those who have demonstrated commitment to the social work profession; and (c) with a good QPA. The annual scholarship is given in memory of Von Locklear who died of cancer in 1989 at the age of 36. During his short adult life, Von consistently demonstrated an unconditional commitment to the profession of social work.

North Carolina Sheriff's Association Undergraduate Criminal Justice Scholarship*

A Criminal Justice Scholarship will be awarded annually to a North Carolina resident undergraduate who is majoring in criminal justice. Recipients are chosen on the basis of academic standing and financial need. First preference is given to a son or daughter of any law enforcement officer killed in the line of duty. Second preference is given to a son or daughter of any sheriff of deputy sheriff who is deceased, retired (regular or disability) or is currently active in North

Carolina law enforcement. Third preference is give to any criminal justice student meeting the academic and financial need criteria. Awards are renewable and stipend may vary annually.

Arthur Wendell "A.W." Oxendine Memorial Endowed Scholarship*

Arthur Wendell "A.W." Oxendine, a ten year veteran of the Robeson County Sheriff's Department and a thirteen year veteran of the Scotland County Sheriff's Department, died in the line of duty in 1993 as a result of injuries sustained in a hit-and-run traffic collision. The annual scholarship is given in his memory to assist a student majoring in the field of Criminal Justice who demonstrates qualities of honesty and leadership and who has met the academic requirements of the University.

ARMY ROTC PROGRAM

Faye Nye Lewis Endowed Scholarship*

The scholarship is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet, and is based on his/her overall achievement.

GRADUATE STUDIES

The Katharine M. Butterworth Scholarship

The first scholarship exclusively for graduate students, the Katharine M. Butterworth Scholarship was initiated by its namesake in 2000. Ms. Butterworth resides in Athens, Greece and has a concern for Native Americans attending graduate school. This award will be made half in the fall semester and half in the spring with a match provided by UNCP. The criteria for award includes but is not limited to financial need with a preference for Native Americans of Tuscarora or Lumbee heritage. The award is renewable with the maintenance of a minimum UNCP QPA.

AWARDS

McMahon Achievement Award in Social Work*

The award was established by Dr. Maria O. McMahon in recognition of her strong support for the efforts of the social work program at UNCP.

The award is given each year to a senior minority social work student (Native American, African American, Asian or Hispanic) who has demonstrated outstanding service to the UNCP Social Work Program and community.

Purnell Swett Endowed Teaching Fellows Award*

This award was established by the Robeson County Indian Education Parent Committee in honor of Purnell Swett. Mr. Swett was the Robeson County School Superintendent from 1977 to 1989.

An annual cash award will be given to each of two outstanding American Indian students completing teacher education certification requirements. The recipients must make a two year commitment to teach in the Public Schools of Robeson County.

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UNC PEMBROKE

Buildings

1. **Chancellor's Residence**
2. **Nursing Building -** B.S.N. Program
3. **Student Health Services**
4. **West Hall** - men's residence hall
5. **Belk Hall** - women's residence hall
6. **North Residence Hall** - women's residence hall
7. **Education Building** - School of Education and Psychology
8. **Business Administration Building** - School of Business, Sociology, Social Work and Criminal Justice, geology and geography
9. Business Services
10. Motor Pool
11. Pinchbeck Physical Plant Building
12. **Jones Health and P.E. Complex** - athletic offices, gym, pool, fitness center
13. **Lumbee Hall** - Admissions, Registrar, Cashier, Academic and Student Affairs, School of Graduate Studies, Financial Aid, Advancement and Chancellor's offices
14. **Sampson-Livermore Library**
15. **Library Services wing** - computer lab and classroom

16-18. **D.F. Lowry Building**
   16. Campus Police
   17. Bookstore
   18. Student Support Services - Upward Bound, HCAP, HCOP, Continuing Education, Freshman Seminar

19. Wellons Hall - men's residence hall
20. **Chavis University Center** - cafeteria, lounge, game room, bowling, Student Activities, Student Government, Career Services, Counseling & Testing, Taco Bell and Chick-fil-A
21. **Givens Performing Arts Center** - Theatre Department
22. **Dial Humanities Building** - Departments of English, Theatre and Languages, History and Political Science
23. Lowry Bell Tower
24. **Locklear Hall** - Art Department
25. **New Residence Hall** - co-ed residence hall
26. **Old Main** - Native American Resource Center, WNCP-TV, Mass Communications, American Indian Studies and offices
27. **Moore Hall** - Music Department
28. **Jacobs Residence Hall** - men's residence hall
29. **Oxendine Science Building** - Chemistry, Biology, Mathematics and Computer Science
30. Greenhouse
31. **Baptist Student Union** - off-campus

PARKING: A - General B - Commuter C - Resident D - Faculty/Staff

300190

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